DOCUMENT RESUME

ED 121 026 95 EC 082 603

AUTHOR Martinez, Corine, Ed.; Harris, Ben M., Ed.
TITLE A Directory of Competency-Guided Supervisory Training Materials for Independent Study. Document Number 9.
INSTITUTION Texas Education Agency, Austin.; Texas Univ., Austin. Coll. of Education.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE 75
NOTE 151p.; For related documents, see EC 082 599 - EC 082 607 , EA 008 159, and EA 008 161 - EA 008 166

EDRS PRICE MF-$0.83 HC-$8.69 Plus Postage
DESCRIPTORS Administration; Directories; Exceptional Child Education; *Handicapped Children; *Independent Study; *Instructional Materials; Instructional Media; *Special Education; *Supervisory Training
IDENTIFIERS *Special Education Supervisor Training Project

ABSTRACT

The directory contains information on approximately 150 materials designed for developing professional supervisory competencies in special education through independent study or small group activity. Entries are listed alphabetically according to 24 critical competencies within the following areas: developing curriculum, developing learning resources, staffing for instruction, organizing for instruction, utilizing supporting services, providing inservice education, and relating to the public. Entries usually include information on author, title, publisher and address, type of material, cost, time needed, group or individual use, and description. Materials are indexed by author-publisher, media, and title. (CL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED121026

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A DIRECTORY OF COMPETENCY-GUIDED SUPERVISORY TRAINING MATERIALS FOR INDEPENDENT STUDY©

Document #9

Edited by

Corine Martinez

In Collaboration with Ben M. Harris

Special Education Supervisor Training Project

Department of Educational Administration

The University of Texas at Austin

1975

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Ben M. Harris
U. of Texas
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

Copyright. All rights reserved.

Funded by BEH/USOE (IAC) 74 75 0955 to the Texas Education Agency and College of Education, The University of Texas at Austin

EC082603

TABLE OF CONTENTS

	Page
Personnel	iii
Preface	vii
Introduction	1
Twenty-Four Critical Competency Statements	5
Definitions of Media	21
Competency/Material Matrix	22
Training Materials	23
A. Developing Curriculum	24
B. Developing Learning Resources	48
C. Staffing for Instruction	52
D. Organizing for Instruction	57
E. Utilizing Supporting Services	68
F. Providing In-Service Education	75
G. Relating to Public	104
Indices	113
Author-Publisher Index	114
Media Index	119
Title Index	127
Appendices	134
Appendix A: In-Depth Material Evaluation Form	135
Appendix B: SEST Publications	140

SPECIAL EDUCATION SUPERVISOR TRAINING PROJECT

PERSONNEL

Project Co-Directors

Ben M. Harris, Professor of Educational Administration

John D. King, Chairman of Special Education Department and Professor of Special Education and Educational Administration

Faculty

E. Wailand Bessent, Professor of Educational Administration (1972-73)

Lawrence W. Marrs, Assistant Professor of Special Education and Educational Administration (1972-74)

William A. Myers, Associate Professor of Special Education (1973-75)

Martha S. Williams, Associate Professor of Social Work (1972-75)

J. Bradley Wilson, Assistant Professor of Special Education and Educational Administration (1972-73)

James R. Yates, Associate Professor of Special Education Administration and Educational Administration (1974-75)

Project Coordinator

Darryl R. Townsend, Ph. D. (June 1973-September 1974)

Special Consultants

E. Wailand Bessent, Professor of Educational Administration (1973-75)

Hayes Prothro, Chief Consultant, Special Education Personnel Development, Texas Education Agency (1972-75)

Faculty Supervisors (In Addition to SEST Faculty)

E. Wailand Bessent, Professor of Educational Administration (1974-75)

Kenneth McIntyre, Professor of Educational Administration (1974-75)

Leonard Valverde, Assistant Professor of Educational Administration (1974-75)

Other Staff

1972-73	1973-74	1974-75
Jo Ann Anderson	Joan DeLuca	Narveline Drennan
Authella Bessent	Jane Duckett	Michael C. Evans
Paulette Gibbs	Gary Hales	Corine Martinez
William J. Holden	Howard Sanford	Eliseo Ruiz
Harland M. Irvin, Jr.		Howard Sanford
Nova C. Smith		
Darryl R. Townsend		
Jeanette Walker		

Secretarial Staff

Melchor Aguirre	Linda Guerrero	Patricia Skipper	Joy Yong
Imelda Aleman	Barbara Lightsey	Cynthia Williams	

Field Supervisors

Austin Independent School District:

Dr. Tom Hinojosa, Director of Special Education
Mr. Derly Rivera, Assistant Personnel Director
Violet Beaty (1974-75)
Carolyn Davis (1973-74)
Ruth Douglas (1974-75)
Pauline Frey (1973-74)
Margaret Gately (1973-75)
Deborah Gleason (1974-75)
Roberta Grandberry (1974-75)
Billie Martin (1973-75)
Ann Neidhart (1974-75)
Lester Mays (1973-74)
Ruth McAllister (1973-74)
Margaret Owens (1974-75)
Dee Peter (1973-74)
Sennett Scott (1973-74)
Gem Stokes (1973-75)
Hy Traurig (1974-75)
Margaret Webster (1973-75)
Elaine Wilson (1974-75)

Balcones Special Education Cooperative:

Earl Humphreys (1973-74)

Hays Consolidated School District:

Irene Helton (1973-74)
William M. Johnson (1973-74)

Texas Education Agency:

Jerry Vlasak (1974-75)

Region XIII Education Service Center:

Helen Almanza (1973-75)
Dan Bonner (1974-75)
Barry Klein (1973-74)
Ann Sanders (1974-75)
Ben Wallace (1973-74)

University of Texas:

Marjane Auld (1974-75)

Meridell Achievement Center:

Grady Tumlinson (1974-75)

Student-Interns

1973-74	1974-75
Vicki Curtis	Gwendolyn Carter
Wanda Elliott	Carol Giesecke
Deborah Ernsberger	Patricia Griner
Deborah Gleason	Sharon Guajardo
Sue Garcia	Laurie Hunt
Sylvia Little	Patricia Miller
Nell Martin	Jim Sanders
Turner Oates	Frances Stetson
Jeanette Walker	Carolyn Williams
Pam Young	

PREFACE

This document contains a selected annotated listing of information concerning non-traditional, independent study materials that have been determined to be relevant to the development of professional supervisory competencies. This document was developed by the Special Education Supervisor Training Project at the University of Texas at Austin. The Project was funded by the Bureau of Education for the Handicapped, through agreements with the Texas Education Agency and the College of Education at The University of Texas at Austin from 1972 to 1975. The prime objectives of the Project were not only to design and develop, but also to test a competency-guided program of graduate preparation for Special Education Supervisors.

Developing and identifying training materials that comprise many of the learning activities which aid in competency attainment constituted an important effort of the SEST Project. This Directory is a direct result of that effort. Items listed include materials that have been purchased by the Project, items that have been used but not purchased, and items that were developed especially for the program. In addition, an in-depth, in-use evaluation has been made of the material by at least one SEST student and a staff member to determine its relevance to competencies, its relevance to course work and/or field experiences, the appropriateness of information presented, the necessity for prerequisite information before its use, and the value of the information presented by the material relative to the time expended in its use.

Much of the preliminary selection of materials was made by Ms. Joan DeLuca. The greater part of the in-depth evaluations were made by the 1974-75 SEST students under the direction of Dr. James Yates. These students were Gwen Carter, Carol Giesecke, Patricia Griner, Sharon Guajardo, Laurie Hunt, Patricia Miller, Jim Sanders, Frances Stetson, and Carolyn Williams.

Appreciation is expressed to Mr. James Herring, Dr. Billie Grace Herring, and Dr. David Gueulette for the time given in the development of this directory and to all those who developed study packets for the Project: Joan DeLuca, Stuart DeLuca, Jane Duckett, Carol Giesecke, Dr. Billie Grace Herring, Dr. John D. King, Dr. Kenneth McIntyre, Pat Miller, and Dr. Darryl Townsend.

The Directory is a compilation of information about non-traditional training materials. A selected bibliography containing listings of reading materials that were consulted in developing and writing of the competencies for the training of the supervisors by the SEST Project has been published as Document #8, A Selected Bibliography for Professional Supervisory Competencies, (1975).

Although this work was developed under a contract with the Bureau of Education for the Handicapped, the content and opinions expressed in this publication do not reflect the position or policy of that Agency or the University of Texas at Austin, and no official endorsement of these materials should be inferred.

The University of Texas at Austin
Ben M. Harris
John D. King
Project Co-Directors
June 1975

9

INTRODUCTION

The materials included in this Directory have been chosen for their direct relation to the development of professional supervisory competencies through independent study or small group activity. The entries on each item contain as much bibliographical information as was available, as well as purchase price; the format of the material; whether the material is intended for group or individual use; a description of the content; and time needed to use the material as intended.

The entries in the Directory are listed alphabetically according to every critical competency to which each item relates. To further assist the user in finding an entry about material relevant to his purposes, several kinds of indices have been developed. First, all items in the Directory are listed alphabetically by title in the Title Index. This list includes in addition to the title, the competency(ies) related to the material and the page(s) on which the entry (ies) can be found. (See pp. 5-20 for descriptions of competencies).

Secondly, all authors and publishers of material in the Directory are listed alphabetically in the Author-Publisher Index. This list includes the competency(ies) related to the material and the page number(s) of the entry(ies) for the listed material written, contributed or distributed by each author and/or publisher.

Thirdly, all materials included in the Directory are listed according to the format in which they are presented. This list, the Media Index,

includes the titles of material in a given format, the related competency(ies) and the page number(s) of the entry(ies).

The format for the entries follows a set pattern. The information appears at preassigned locations within each entry. Whenever a particular piece of information was not available its designated space remains blank. The pattern for information is shown below:

Title — Competency(ies)

Author

Publisher
Address
City, State — Cost

Type of Material — Group or Individual — Time Needed

Description of Material

The Special Education Supervisor Training Program was composed of several components: regular courses, a variety of field experiences, internship, special events and the use of the Learning Laboratory. The entire program is described elsewhere in a variety of SEST publications.* The Learning Laboratory is a direct extension of the Directory and vice-versa. After many of the materials for competency development through independent study had been collected, an area was needed where these materials would be readily and easily available to students and faculty. A description of the Learning Laboratory follows. Furthermore, the professional supervisory competencies are listed in seven task areas to assist the user of this Directory.

*See Appendix B

Individualized Learning Laboratory

The Individualized Learning Laboratory is a study area in which all materials listed in the Directory are housed. Students are constantly engaged in evaluating and also in developing materials for the collection. Students are also encouraged to revise any commercially produced materials in order that they may apply more directly to the competencies and become self instructional. Not only are the materials available to the students and faculty but also any equipment that may be necessary to use those materials, such as a film projector, slide projector, tape player, etc. is available.

A "self-service" system is utilized once materials are organized. Students and faculty are able to check out and check in materials as they need them. A reservation form has been developed so that students and/or faculty may reserve materials and equipment in advance.

The Laboratory has been divided into several areas to better serve the students. There is a large group area (8-12 persons), small group areas (2-6 persons), individual working areas, and a media area where the equipment is readily available for use in the room.

Materials Evaluation

The materials included in this Directory underwent extensive in-depth, in-use evaluation, in some cases by several users. A preliminary screening took place whenever a faculty or staff member

or student encountered and/or recommended the material after which the material was usually purchased. A member of the staff then evaluated it, cataloged it with competency designation(s) and made it available to students, faculty and staff. As this material circulated, an evaluation form went with each item.* All the evaluation forms on each item of material were compared with the original evaluation as a check on consistency. In addition, a major part of a course requirement for the students was to spend a preassigned number of hours evaluating materials from the Directory as they used them. Through these activities the students not only became familiar with a variety of materials but also developed competence in selecting and evaluating materials.

*See Appendix A

TWENTY-FOUR

CRITICAL COMPETENCY STATEMENTS

The critical competencies listed on the pages that follow are descriptions of performance patterns for professional supervisory personnel. Major competencies associated with each critical competency are also listed. The code designations for these competencies are the same as those used throughout this Directory. All materials listed are coded according to the critical competencies to which they relate.

A. DEVELOPING CURRICULUM: The Process of Improving the Guidelines for Instruction

A-1 Setting Instructional Goals: Given a mandate to clarify major goals of instruction, the supervisor can lead groups of parents, citizens, specialized personnel, teachers, and pupils through a series of discussions, presentations, training sessions, and other experiences to produce a report showing some of the most important instructional goals on which there is agreement.

a. Can exhibit a variety of effective procedures for leading groups in a goal-setting session.

b. Can use graphic, analytic or illustrative techniques to clearly differentiate ideals, goals, and objectives, while showing their inter-relationships.

c. Can organize and make arrangements for participants to contribute their input and share fully in the decision-making process.

d. Can write clear statements of instructional ideals and goals that define learning outcomes at different levels of complexity.

A-2 Designing Instructional Units: The Supervisor can design instructional units which specify performance objectives, instructional sequences, a variety of appropriate teaching/learning activities, materials, and evaluative procedures.

a. Can write statements of performance objectives at varying levels of complexity.

b. Can select and describe a rationale for the strategy upon which a unit is developed.

c. Can select, describe, and sequence a variety of instructional activities for assuring active involvement by all students in the learning process.

d. Can describe teaching procedures including illustrative questions, outlines of content, and specific illustrations to assure meaningful learning.

A-3 Developing and Adapting Curricula: Having secured innovative curricula developed outside the school or district, the supervisor can adapt the curricula to meet the needs of a student or student group, and make them available to local personnel for use in guiding instructional planning.

a. Can select instructional goals and objectives that have highest priority for specific pupils within the school or district, and can justify these priorities in terms of student interests, needs, and abilities.

b. Can edit and revise activity descriptions to make them more appropriate to student needs.

c. Can reorganize curriculum materials for reproduction and distribution according to student needs.

d. Can design tests, worksheets, and illustrations to supplement or substitute for materials provided.

B. DEVELOPING LEARNING RESOURCES: The Process of Improving the Availability of Resources for Learning in the School or Community

B-1 Evaluating and Selecting Learning Materials: Given expressed needs for learning materials, the supervisor can develop a set of evaluative criteria and procedures to determine the quality, utility and availability of learning materials, and can organize and conduct review sessions where teachers and other personnel can apply the criteria to new materials and make recommendations for acquisitions in needed areas.

a. Can specify the criteria of quality, utility, and availability that will be considered in evaluating and selecting learning materials.

b. Can design an instrument for objectively assessing new learning materials on specified criteria.

c. Can train and direct instructional personnel in using materials evaluation instruments in selecting instructional material.

B-2 Producing Learning Materials: Given learning needs and a curricular design to meet those needs, the supervisor can arrange for the production of the necessary learning materials to complement, fulfill, and/or enhance the aims of the curriculum.

a. Can secure and adapt or produce learning material that stimulates active, meaningful, purposeful involvement of students in attaining specific learning.

b. Can produce written materials for use by pupils, e.g., programmed material, workbooks, etc.

c. Can operate media production equipment including sound recorders, videotape recorders, and some graphic or photographic producers.

B-3 Evaluating the Utilization of Learning Resources: Given an array of learning resources currently available for use, the supervisor can design and conduct a study to determine the extent and appropriateness of their utilization, and based on the results of that study, can make recommendations for the improved utilization of specific learning resources in specific ways.

a. Can specify criteria to be used in evaluating resource utilization.

b. Can design instruments to objectively measure both extent and appropriateness of resource utilization.

c. Can propose recommendations for improving utilization of resources, based on the data received from an evaluation.

C. STAFFING FOR INSTRUCTION: The Process of Improving the Recruitment, Selection, and Assignment of Personnel for Instructional Improvement

C-1 Developing a Staffing Plan: Given a new project proposal which specifies budget, general objectives, and operational procedures, the supervisor can describe essential staff positions to be filled, develop job descriptions for each, and specify the competencies required of the individuals who will fill the positions.

a. Can prepare a written proposal justifying staff positions necessary to accomplish specified outcomes.

b. Can write definite job descriptions providing a full array of information which distinguishes each position, accurately informs applicants, and guides the referral process.

c. Can specify both basic and specialized competencies that are desired in a person who will fill each position described.

C-2 Recruiting and Selecting Personnel: Given a description of several staff positions to be filled, the supervisor, by engaging in a variety of selective recruitment activities, can secure a list of several possible applicants from various sources, can systematically secure and validate relevant information on the applicants by conducting personal interviews, by checking with previous employers, and by using other selection procedures, and can prepare a set of recommendations for filling the vacancies with the applicants who will best fulfill job requirements.

a. Can identify several sources of possible applicants, outline efficient procedures for locating interested individuals, and specify least useful or non-productive procedures to be avoided.

b. Can construct or adapt forms, specify sources of the most relevant information about applicants, and specify least useful or unreliable information to avoid.

c. Can conduct an effective interview with applicants to secure relevant information, avoiding time-wasting, anxiety-producing, and information-losing behaviors.

C-3 Assigning Personnel: Given the task of assigning new personnel and reassigning currently employed personnel to achieve instructional improvements, the supervisor can analyze the needs, expectations, and composition of existing staff groups in various units, and based on that analysis, can prepare and justify recommendations for assigning and reassigning staff members to positions for optimum educational opportunity.

a. Can assess the competency needs of an existing program or district with respect to personnel assignments that would be necessary to enhance the instructional process.

b. Can identify the special competencies of staff members that could potentially lead to improvement in the instructional process.

c. Can prepare recommendations for assignments utilizing the special competencies of staff members to better fill the assessed needs.

D. ORGANIZING FOR INSTRUCTION: The Process of Improving Organizational Structures to Facilitate Instruction

D-1 Revising Existing Structures: Having determined the strengths and weaknesses of an existing organizational structure, the supervisor can propose carefully reasoned or research supported changes, which may include the alteration of assignments, of the use of staff time, of the required reporting patterns, or of the allocation of resources to improve efficiency, productivity, and morale, and, in so doing, improve the instructional process.

a. Can prepare and utilize criteria, emphasizing operational events, to assess the strengths and weaknesses of an existing organizational structure.

b. Can detail two or more organizational charts showing alternative ways of organizing personnel to define roles and relationships.

c. Can draft a rational, research supported, and cooperatively developed proposal for an alternative structure to eliminate a weakness in a program.

D-2 Assimilating Programs: Given a successful instructional program operating within a center, school, classroom, or other unit, the supervisor can design a plan for the smooth integration of the entire program or selected components thereof into a larger system, prepare a timetable and assignments for the transferring of responsibilities, and assure that the instructional improvement evidenced in the program is continued in the system to which it is transferred.

a. Can discuss with key individuals throughout the system the advantages of assimilation in such ways as to secure understanding and acceptance of a new program plan.

b. Can design an assimilation strategy that is reasonably acceptable to all concerned and which utilizes representatives of all groups in the assimilation process.

c. Can develop a detailed plan for assimilation, depicting timetables, reassignment of personnel and retraining needs.

D-3 Monitoring New Arrangements: Given the task of implementing a new organizational arrangement, the supervisor can determine reporting procedures, compare actual operations with planned developments, and when necessary, make recommendations to modify operations to bring them into agreement with formulated plans.

a. Can redesign arrangements for reporting procedures throughout an organization which will maximize the efficiency of such reporting, providing more and better information, with less time consumed.

b. Can collect pertinent data concerning program operations using observation schedules, interview schedules, and checklists, and can show relationships between actual events and projected goals and schedules.

c. Can orally present recommendations for specific alterations in procedures, roles, and schedules to insure that the program will attain the desired ends, utilizing visual, graphic, and other media as needed to clearly communicate changes needed.

E. UTILIZING SUPPORTING SERVICES: The Process of Securing and Providing Supporting Services to Students, Parents and Staff for Instructional Improvement

E-1 Analyzing and Securing Services: Given a need for a supporting service, the supervisor can develop a list of sources from which to secure various services, and can describe situations and problems requiring supportive personnel.

a. Can prepare a directory of sources of supporting services available in a community, clearly describing the distinctive services offered by each agency or source.

b. Can survey and describe situations and problems where specialized personnel need to be utilized to enhance the instructional program.

c. Can prepare a plan for involving specialized personnel from within and from outside the district, justifying each involvement in terms of support services needed for improvements.

E-2 Orienting and Utilizing Specialized Personnel: Given a need for specialized assistance, the supervisor can secure the services of a variety of resource persons and can make arrangements for these persons to contribute their unique expertise to improve staff competence in specific areas.

a. Can orient support personnel to the new situation so that he/she can adapt his/her services to meet the needs of the recipients.

b. Can specify within a limited number of alternatives the expected outcomes of the service.

c. Can structure a resource person's task to make maximum use of his/her expertise, while allowing him/her the opportunity to arrange a presentation with which he/she feels comfortable.

d. Can maximize the effectiveness of services by providing evaluative feedback concerning the contributions of resource persons in specialized areas.

E-3 Scheduling Services: Given diagnoses of pupil's needs and regular instructional personnel, the supervisor can propose a set of schedules to distribute services appropriately, to balance the loads of the staff members who provide services, and to provide an opportunity for recipients of the services to maintain maximum involvement in their school programs.

a. Can prepare a service delivery schedule, including the available resources, the services needed and the transportation available.

b. Can select from several proposed schedules the most effective one for meeting students' needs, and can justify the selected schedule in terms of efficiency, economy, feasibility, legality, and other considerations.

c. Can formulate a large scale master plan for the delivery of services showing consideration of staff involved, pupils to be served, services to be rendered, the utilization of time and space, costs involved, and instructional appropriateness.

E-4 Evaluating the Utilization of Services: Given a plan for providing better supporting services within a district, the supervisor can compare that plan with the current operation by utilizing objective data gathered in accordance with previously identified criteria and can propose recommendations that would increase the effectiveness and quality of the system.

a. Can specify criteria for evaluating the utilization of supporting services.

b. Can gather evaluative data concerning the effectiveness of the utilization of supporting services.

c. Can use the evaluative data to compare the current operation with the proposed goals.

F. PROVIDING INSERVICE EDUCATION: The Process of Improving the Quality of Instructional Practices Within the Staff by Providing Opportunities for Professional Growth

F-1 Supervising in a Clinical Mode: Given a teacher experiencing difficulties within a classroom, the supervisor can lead the teacher through a clinical cycle using classroom observation data, non-directive feedback techniques, and various planning and in-service experiences to produce significantly improved teacher behavior.

a. Can use more than one observation system to record objective data during live or tape teaching situations.

b. Can use objective observation data to provide feedback to the teacher and to evaluate periodically the teacher improvement process.

c. Can instruct a teacher to use various observation instruments so that he/she can become familiar with the systematic observation process.

d. Can select and arrange for special opportunities for a teacher to learn to change classroom practices as indicated by cooperative planning.

F-2 Planning for Individual Growth: Given a teacher and data concerning various facets of his/her on-the-job performance, the supervisor can assist the teacher in establishing individual professional growth plans which include objectives for change in classroom practices, a schedule of experiences sequenced for continuous stimulation and growth, criteria specified for interim and terminal evaluation, and a specified period for accomplishing the objectives.

a. Can instruct a teacher to write behavioral change objectives using terms that depict observable behavior or professional significance.

b. Can use PERT or other planning systems to plan and guide sequenced activities leading to a predetermined goal.

c. Can utilize cooperative planning procedures that involve the teacher in the formulation and implementation of an individual professional growth plan extending over several months.

d. Can assist the teacher in determining procedures for objectively evaluating personal growth.

F-3 Designing In-Service Training Sessions: Given a description of a specific staff group, including description of their needs for training, the supervisor can design or adapt a training session plan specifying objectives, activities, procedures, materials, and methods for evaluation to assure participant interest, involvement, and learning.

a. Can specify clearly and state in advance of a session the expected outcomes for participants in terms of professional practices.

b. Can design a complete training session with carefully described, logically sequenced activities and supportive materials, all appropriate to specified outcomes.

c. Can describe follow-up activities that will allow session participants to practice, improve, solidify and/or retain what they have learned during a session.

d. Can design instrument(s) for gathering data on both outcomes and processes of a session, and can describe procedures for analyzing such data.

F-4 Conducting In-Service Training Sessions: Given a description of a specific staff group, the supervisor can select an appropriate training plan, make arrangements, and lead participants through a sequence of meaningful learning activities.

a. Can establish in participants a psychological "set" or readiness for the activities and events associated with a program.

b. Can guide and direct activities in ways that maintain participant interest and involvement.

c. Can demonstrate sensitivity to participants' feelings and personal concerns during a session, without being diverted from planned activities and outcomes.

d. Can build group cohesion, encourage and support spontaneous interactions, and project enthusiasm.

F-5 Training for Leadership Roles: Given individuals who demonstrated both a high level of competence in a specific area and emergent leadership capabilities, the supervisor can train these people to conduct in-service sessions and to provide follow-up activities that result in the improvement of instructional skills.

a. Can identify skills or abilities of potential leaders and match them to training requirements.

b. Can demonstrate basic leadership techniques from which participants can learn.

c. Can organize and direct training sessions for potential leaders, using micro-teaching, role-playing, videotaping, and in-service simulations.

d. Can provide participants with evaluative feedback that will assist them in becoming more effective in their leadership roles.

G. RELATING TO PUBLIC: The Process of Improving the Quality of Working Relationships Between the School Staff and the Public to Promote Instructional Improvement

G-1 Informing the Public: The supervisor can establish, promote and maintain favorable impressions of public school programs among community members by disseminating school information through the public and school groups, by conferring with parents and other interested individuals, and by meeting, as necessary, with community groups and leaders.

a. Can select and synthesize school program information and arrange for its dissemination via oral and written presentations and use of mass media channels.

b. Can establish good rapport with the public and stimulate a high interest level in education on the part of parents and other community individuals or groups.

c. Can guide staff personnel to initiate more public contracts, to establish rapport, and to provide better information about the school program.

G-2 Involving the Public: The supervisor can plan ways in which parents and other interested individuals can become productively involved in and trained to assist at various levels of the special education program.

a. Can develop a systematic recruitment program for obtaining parent and community volunteers to assist in various aspects of the school program.

b. Can prepare packets of material that would assist individuals in gaining information about volunteer activities in the school.

c. Can develop a plan for assigning and scheduling volunteer workers in the area of their expertise and/or where they are needed most in the school program.

G-3 Utilizing Public Opinion: Given public opinion data regarding a special education matter, the supervisor can establish the urgency of the topic, determine the validity of the data, and, as appropriate, utilize the data in the decision-making process regarding initiation of new aspects, or the maintenance, revision, or discontinuation of current programs or practices.

a. Can arrange for sampling opinions, utilizing appropriate survey instruments and statistical procedures, and can make proper inferences from data collected.

b. Can analyze attitudes and opinions of recognized leaders and informal groups within the local community.

c. Can utilize public opinion data in making decisions about curriculum changes and/or other aspects of the school program.

DEFINITIONS OF MEDIA

1. Film - 16mm motion picture. Sound. May be color or black and white. For group or individual use.

2. Game - Competitive structure; set rules. Winner declared. Involves paraphernalia. Group activity.

3. Instrument - Printed material. Involves participant(s) in a specific activity. Usually for individual or small group use.

4. Kit - Made up of two or more components intended to be used together, one of which is usually an audio tape. May or may not include lesson protocol, script, filmstrip, slides or transparancies. For group or individual use.

5. Manual - Printed material. Guide to be used with designated instruments or material.

6. Programmed Material - Printed. Participant receives immediate reinforcement. Usually for individual use.

7. Simulation - Reality based situation. Competition minimal. Participants react but no score is kept. Usually a group activity.

8. Study Packet - Module. Printed material; self-contained; dealing with a specified area. Usually includes some form of self-evaluation. May or may not be multimedia. For individual use.

9. Tape - Audio. May be cassette or reel to reel. Intended to be used alone and not as part of a module or a kit. For individual or group use.

COMPETENCY/MATERIAL MATRIX

Competency	Number and Type of Material									
	Film	Game	Instrument	Kit	Manual	Programmed Material	Simulation	Study Packet	Tape	Total
A-1		1	1	3	1	3		5	4	18
A-2	2	1		3	2	9		1	10	28
A-3	1				1	2		2	1	7
B-1		1						2		3
B-2		1								1
B-3								2		2
C-1								1	1	2
C-2		1				1	1	1	1	5
C-3									1	1
D-1		1				2		1	3	7
D-2						2		2	2	6
D-3	5							2		7
E-1	1	1							2	4
E-2	1			2					1	4
E-3						1			1	2
E-4								2		2
F-1	3		7	6	2			2	2	22
F-2		1	1	5			1	5	3	16
F-3	1	1	1	3			1		1	8
F-4		2	1	1	1		1	1		7
F-5		1		2		1		1		5
G-1						2		1	3	6
G-2		1						2	1	4
G-3		1					1	1	1	4
TOTAL	14	14	11	25	7	23	5	34	38	171

TRAINING MATERIALS

A. Developing Curriculum

A-1 Setting Instructional Goals

A-2 Designing Instructional Units

A-3 Developing and Adapting Curricula

A-1 Setting Instructional Goals

DECIDING ON DEFENSIBLE GOALS VIA EDUCATIONAL NEEDS ASSESSMENT — A-1

Prentice-Hall, Inc.
Prentice-Hall Teacher Competency Development System
P. O. Box 132
West Nyack, New York 10994

$7.95 per 12

programmed material — individual — 1 hour

This program deals with a specific procedure which may be employed by educators to more judiciously select their educational goals. The strategy examined in the program is usually referred to as an educational needs assessment and has been used with increasing frequency during recent years at local and statewide levels.

DELPHI TECHNIQUE FOR GOAL SETTING — A-1, D-3, G-2

Jane Duckett
3510 Red River
Austin, Texas 78705

study packet — individual

The Delphi technique consists of having each participant complete a series of questionnaires which include controlled feedback on the responses of the other participants. Four steps are usually included: 1) each participant is asked to write his opinion of a specific topic; 2) each participant is asked to evaluate all of the opinions; 3) after receiving a list of all the responses, if his opinion was different from the most frequent response, the participant is asked to revise his opinion or explain why he didn't; 4) everyone is given a list with an updated summary and is asked to repeat his opinion or revise it. The Delphi Packet is a compilation of various articles, pamphlets and booklets which give the student a general overview of the Delphi technique.

DETERMINING INSTRUCTIONAL PURPOSES — A-1, A-2, F-5

Joyce P. Gall, Charles L. Jenks, et. al

Far West Laboratory of Educational
Research and Development
1855 Folsom Street — $24.00
San Francisco, California 94103 — $ 4.50 (handbook)

kit which includes guide,
three training units,
slides and cassette tapes — 3-5 persons

Participants are lead through a complete training process focused on an important skill in instructional purposing. Generally, each module includes a statement of the learning objectives, reading assignments, and self tests, suggested responses to the self tests, additional input information, which participants use for particular training tasks, work-sheets, and feedback in the form of suggested responses by the developers or evaluations of their work by other teams.

FOCUS: TEAM BUILDING — A-1
HOW TO CHANGE THINGS...WITH AS LITTLE PAIN AS POSSIBLE — F-5

Carol Heine, Jan Margolis, Fredric H. Margolis

Center for a Voluntary Society
1507 M Street, N. W. — $3.00
Washington, D. C. 20005 — $1.50 (guide)

programmed material — 1-10 persons

This training guide is designed to help teams arrive at common goals, follow through with action plans, and understand what is involved in maintaining a spirit of cooperation in the group. It assists participants in learning a methodology for setting clear goals and developing action strategies to accomplish these goals, sharpens participants' understanding of the dynamics of how groups work effectively on a task; and help participants determine actual goals and action strategies to accomplish those goals which they can begin to work on immediately.

INSTRUCTIONAL OBJECTIVES IN THE AFFECTIVE DOMAIN — A-1, A-2

Mary B. Harbeck

Educational Technology Publications
Englewood Cliffs, New Jersey 07632

cassette tape — any number of persons — 40 minutes

An effective method of evaluation is the statement of performance objectives in behavioral terms. This is easy when teaching skills. But there is a question as to whether one can measure an educated person in such specific behavioral terms. Teachers often overlook the affective domain because its outcomes are difficult to measure. This cassette focuses on the affective domain and how to formulate objectives for it.

INSTRUCTIONAL SUPERVISION: A CRITERION REFERENCED STRATEGY — A-1, A-2

Prentice-Hall, Inc.
Prentice-Hall Teacher Competency Development System
P. O. Box 132
West Nyack, New York 10994 — $7.95 per 12

programmed material — individual — 1 hour

This program examines an approach to the evaluation of instruction wherein attention is directed toward the consequences of instruction rather than the means used during instruction. The program advocates ends-focused instruction as a criterion-referenced strategy to be used in the supervisory process.

LEADING GROUPS TO BETTER DECISIONS — A-1, E-1, F-4, F-5

Erwin Rausch, George Rausch

Didactic Systems
P. O. Box 457
Cranford, New Jersey 07016 — $24.00

game — 5 persons

This game is designed specifically to help managers and executives improve their skills as affective conference leaders in problem-solving and decision-making situations, irrespective of their relative position of authority with respect to the other members of the problem-solving group.

A MANUAL ON CURRICULUM DECISION-MAKING (Series 11) A-1 A-2

Ben M. Harris

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712 $.35

manual 2-4 persons

This manual describes an in-service or preservice training session concerned with curriculum decision-making at the classroom teaching level. Materials and procedures for conducting this training session have been developed and tested in a variety of school settings with teachers at all levels. This manual provides all the illustrations and directions for a professional trainer to use in leading a group of teachers through a meaningful series of experiences. This training session is concerned with curriculum decisions at the classroom teacher and course or unit planning levels. It is directed toward the problem of correlating long-range ideals and major instructional goals to the specific objectives and daily activities of the classroom. Statements for Curriculum Decision-Making, Instrument 11a, by Ben M. Harris and Kenneth E. McIntyre, University of Texas at Austin (1971) should be used with this manual.

A MODEL FOR INSTRUCTIONAL OBJECTIVES: RESPONSIBILITIES AND ADVANTAGES A-1 A-2

Joseph R. Jenkins

Educational Technology Publications
Englewood Cliffs, New Jersey 07632 $4.50

cassette tape any number of persons 40 minutes

Learning cannot be evaluated without behavioral objectives. This cassette clarifies the meaning of instructional objectives and their relationships. The objectives are divided into four levels according to their abstractness.

NATURE OF EDUCATION: CONTENT AND PROCESS OF INSTRUCTION LM-17 — A-1

ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, Utah 84108 — $22.00

study packet with guide, cassette tape, and flip-chart presentation — individual — 8 1/2 hours

The participant is lead through an examination of content and process questions essential to educational program planning. One examines and articulates what one already believes about these questions and then proceeds to the study and analysis of established concepts.

OBJECTIVES - BASED ACCOUNTABILITY PROCEDURES FOR CLASSROOM USE — A-1, A-2, A-3

Rita B. Johnson

Educational Technology Publications
Englewood Cliffs, New Jersey 07632

cassette tape — any number of persons — 40 minutes

A new trend is toward teacher accountability for their students' learning. They are using behavioral objectives to measure when learning has taken place. The cassette explains how teachers may become more accountable. Six procedures in which teachers now use objectives to improve their instruction are discussed.

PROGRAM PURPOSES IN EDUCATION LM-15 — A-1

ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, Utah 84108 — $22.00

study packet with guide, cassette tape and flip-chart presentation — individual — 8 1/2 hours

A primary consideration in any type of educational program planning is that of what the purposes of the educational program should be. This program is concerned with broad educational purposes and the translation of purposes into specific instructional objectives.

SIXTH GRADE SOCIAL STUDIES LESSON: "THE RUSSIAN REVOLUTION" A-1 F-1

Ben M. Harris

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712

kit which includes reel to reel tape | any number of persons | 1 hour & 15 minutes

Fundamental problems discussed on this tape are: level of questioning, teacher's background information; organization of lesson, classroom management, motivation; level of total presentation--cause vs. interpretation at end of lesson; evidence of planning; knowledge of psychology of learning, focussing of class discussion; generalizations gained from lesson; introduction knowledge of subject matter--ideas for in-service for teachers with methodological problems. Dr. Harris summarizes and synthesizes areas of concern:

1. Content
2. Methodology
3. Anxiety of teacher
4. Lack of knowledge of learning theory and child development
5. Classroom management

This kit also includes a lesson protocol by Dr. Grace Lund, The University of Wisconsin, 1967.

SPECIFYING ASSUMPTIONS, GOALS AND OBJECTIVES FOR COMPETENCY BASED TEACHER EDUCATION PROGRAMS (A PROFICIENCY MODULE) A-1 F-2

C.D. Johnson, G.F. Shearron, D.A. Payne

College of Education
University of Georgia
Athens, Georgia 30601 $2.80

study packet | individual

The major objective of this Proficiency Module is to prepare the learner (presumably a teacher educator) with the behaviors (knowledges, processes, skills) which will enable him to effectively direct or participate in a project which has as its purpose to produce a statement of assumptions, goals and objectives for a competency based teacher education program for a defined locality or environment.

STATEMENTS FOR CURRICULUM DECISION-MAKING (Instrument 11a) A-1 A-2

Ben M. Harris, Kenneth E. McIntyre

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712 $.10

instrument group of 2, 3, or 4

This instrument is to be used with A Manual on Curriculum Decision-Making (Series 11) by Ben M. Harris, The University of Texas at Austin (1971). The instrument consists of thirty-six number statements that should be cut to form a deck of cards for each team of participants. A trainer, using A Manual gives directions on sorting these statements. The training session is concerned with curriculum decisions at the classroom teacher and course or unit planning levels.

STRUCTURE (ORGANIZATION) CONCERNS IN THE PLANNING OF INSTRUCTION LM-18 A-1

ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, Utah 84108 $22.00

study packet with guide, cassette tape and flip-chart presentation individual 8 1/2 hours

This study packet examines two categories of decisions under instructional planning. One concerns the methodology of instruction in terms of how learning is to take place operationally--verbal presentation, problem solving, discovery, etc. (LM-17). A second category of decision entails the structural or organizational arrangements for teaching.

STUDENT CLASSIFICATION, ORGANIZATIONAL BEHAVIOR AND LEGAL CONSTRAINT — A-1, D-2, E-1, G-1

David Kirp

University Council for Educational Administration
29 West Woodruff Avenue
Columbus, Ohio 43210 — $3.95

cassette tape — any number of persons — 40 minutes

The lecture consists of a review of criticisms of current classification practices with clear, specific implications of the organizational framework which inhibits change of these practices. Implications of the current philosophy of special education, remedies for problems, and cautions regarding implications are given. It is an excellent overview of the role of special education in the schools today.

TAXONOMY FOR THE INTERPERSONAL DOMAIN--AN INTRODUCTION — A-1, F-2, F-3

Thomas J. Snyder

Instructional Materials Center for Special Education
University of Southern California
3551 University Avenue
Los Angeles, California 90007

kit which includes guide, cassette tape and slides — individual — 40 minutes

A conceptual framework for the development of learning objectives and strategies within the interpersonal domain is presented in this program. Going beyond the usual focus on the cognitive domain, it expresses a broader concern for the expression of individual human potential. It is an overview of several related stages in the development of interpersonal relationships. Also included is a taxonomy ranging from assertion to commitment.

* * * * * * * * * * * * *

A-2 Designing Instructional Units

ANALYZING AND SEQUENCING LEARNING BEHAVIORS — A-2, A-3

Prentice-Hall, Inc.
Prentice-Hall Teacher Competency Development System
P. O. Box 132
West Nyack, New York 10994 — $7.95 per 12

programmed material — individual — 1 hour

In this program, techniques of task analysis are applied to instructional objectives. Practice is provided so that an operational objective can be analyzed into sub-areas designated as either entry or en route skills. Use of particular strategy is advocated in which instruction is approached in terms of learners' responses rather than teacher presentation.

ANALYZING SETS OF CURRICULAR OBJECTIVES — A-2

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103 — $2.75

programmed material — individual — 2-3 hours

The purpose of this text is to acquaint the participant with the analysis techniques they will use in the Terrabella High simulation (Part Two of this module). General familiarity with the ideas and concepts will be developed. Contents include: sets of curricular objectives; what makes an adequate set of curricular objectives; appropriate representation of cognitive behaviors; appropriate representation of affective behaviors; adequacy of subject matter coverage; internal consistency.

BEHAVIORAL OBJECTIVES AND THE CURRICULUM PROFESSOR A-2

Philip G. Kapfer

Educational Technology Publications
Englewood Cliffs, New Jersey 07632 $4.50

cassette tape 40 minutes

A teacher, as a curriculum processor, translates curriculum into individualized learning units using behavioral objectives. This is a new role for teachers. This cassette emphasized the use of behavioral objectives and the new role of the teacher as curriculum processor.

BEHAVIORAL OBJECTIVES: AN EVEN CLOSER LOOK A-2

David T. Miles, Roger E. Robinson

Educational Technology Publications
Englewood Cliffs, New Jersey 07632 $4.50

cassette tape any number of persons 40 minutes

This cassette attempts to clear up misconceptions about the use of behavioral objectives in the classroom. It examines criticisms of behavioral objectives and offers clarifications of these objections. It gives a clear definition of "behavioral objective" and is very useful for an overview of the concept.

BEHAVIOR CONTROL: THE MATTER OF ETHICS A-2

John M. Muchmore

Educational Technology Publications
Englewood Cliffs, New Jersey 07632 $4.50

cassette tape any number of persons 40 minutes

There is a danger in the power one has to control the behavior of others. This cassette traces the historical development of behavior control. It explains operant conditioning and its relationship to behavioral objectives.

CURRENT CONCEPTIONS OF EDUCATIONAL EVALUATION — A-2, D-1

Prentice-Hall, Inc.
Prentice-Hall Teacher Competency Development System
P. O. Box 132
West Nyack, New York 10994

$7.95 per 12

programmed material — individual — 1 hour

The goal of this program is to make the reader aware of the following:

1. Measure versus evaluation
2. Formative evaluation versus summative evaluation
3. Employment of process criteria versus employment of product criteria
4. Evaluation as an assessment of merit versus evaluation as an aid to decision makers

DESIGNING A CONCEPT DEVELOPMENT UNIT — A-2

Darryl R. Townsend

Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas
Austin, Texas 78712

study packet — individual

The objectives for the module are: the supervisor will design an instructional unit for use in teaching/learning a complete concept; the unit will have three or more objectives, with two thirds of the objectives being above the lowest cognitive level; for each objective, there will be specified the teaching/learning activities that will be utilized, the evaluation procedure that will be used to determine if the objective has been attained, and all appropriate materials and directions. The unit can be for use with special education children or can be used to instruct special education teachers in some aspect of classroom behavior.

DETERMINING INSTRUCTIONAL PURPOSES — A-2, F-5

Joyce P. Gall, Charles L. Jenks, et. al. — A-1

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103

$24.00
$ 4.50 (handbook)

kit which includes guide,
three training units,
slides and cassette tapes — 3-5 persons

Participants are lead through a complete training process focused on an important skill in instructional purposing. Generally, each module includes a statement of the learning objectives, reading assignments, and self tests, suggested responses to the self tests, additional input information, which participants use for particular training tasks, worksheets, and feedback in the form of suggested responses by the developers or evaluations of their work by other teams.

EVALUATION — A-2

Eva L. Baker

Vimcet Associates
P. O. Box 24714
Los Angeles, California 90024

$17.00

kit which includes a filmstrip,
reel to reel tape, and
instructor's manual — any number of persons — 45 minutes

This kit deals with the question "how can the efficacy of instructional efforts be judged." The program discusses the many facets of this problem including preassessment, test design and data interpretation.

EVALUATION A-2

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

$7.95

programmed material individual 45 minutes

The primary objective of the program is to produce a learning set such that after completing the program the reader will be able to discuss evaluation in writing or orally by basing the quality of an instructional sequence on student achievement rather than on more traditional criteria. The participant will be able to design both formal and informal preassessment procedures when given an objective as well as construct a test item which measures a given objective.

FOURTH GRADE CLASS: INDIVIDUALIZED INSTRUCTION A-2
F-1
F-3

Directed by Ben M. Harris
Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas
Austin, Texas 78712

Produced by Rainbow Productions
Austin, Texas (March 1972)

16mm color, sound film 20 minutes
10 minutes in length any number of persons or more

The film records a 10 minute segment of a classroom where different forms of individualization may be observed. Among these are small groups working independently, groups with the teacher, students working alone or in pairs. Aspects of a classroom which facilitate individualization can be seen. This film can be used as a training device for the Descriptive Observation Record for Individualization of Instruction. SEST Project Document #5. The University of Texas at Austin.

INDIVIDUALIZING INSTRUCTION — A-2, A-3

Prentice-Hall, Inc.
Prentice-Hall Teacher Competency Development System
P. O. Box 132
West Nyack, New York 10994 — $7.95 per 12

programmed material — individual — 1 hour

The general goal of this program is to encourage educators to think more diversely about methods of providing instructional approaches. First, a distinction is drawn between individualizing objectives versus individualizing instructional procedures. Second, three school organizational patterns suitable for individualization, team teaching, non-graded programs and flexible scheduling are described along with specific instructional procedures suggested for each.

INFORMATION — A-2, B-2, F-4

Gail M. Fennessey, Erling O. Schild

Academic Games Associates, Inc.
430 East 33rd Street
Baltimore, Maryland 21218

game — 8 or more — 1-1 1/2 hours

The game is designed to create a healthy blend of competition and cooperation in small groups; its rules provide a carefully structured set of activities and scoring procedures so that players' success in answering questions about some particular topic can be encouraged and recorded. Information can be used to teach, drill or review any body of information.

INSTRUCTIONAL DESIGN: AFTER BEHAVIORAL OBJECTIVES WHAT? — A-2

William J. Moore

Educational Technology Publications
Englewood Cliffs, New Jersey 07632 — $4.50

cassette tape — any number of persons — 40 minutes

Much attention has been focused on instructional design based on behavioral objectives. Effective instructional design depends on characteristics of the effective teacher. This cassette discusses these effective characteristics necessary to carry behavioral objectives further.

INSTRUCTIONAL OBJECTIVES IN THE AFFECTIVE DOMAIN — A-2, A-1

Mary B. Harbeck

Educational Technology Publications
Englewood Cliffs, New Jersey 07632

cassette tape | any number of persons | 40 minutes

An effective method of evaluation is the statement of performance objectives in behavioral terms. This is easy when teaching skills. But there is a question as to whether one can measure an educated person in such specific behavioral terms. Teachers often overlook the affective domain because its outcomes are difficult to measure. This cassette focuses on the affective domain and how to formulate objectives for it.

INSTRUCTIONAL SUPERVISION: A CRITERION REFERENCED STRATEGY — A-2, F-1, F-2

W. James Popham

Vimcet Associates
P. O. Box 24714
Los Angeles, California 90024

kit with reel to reel tape and coordinated filmstrip | any number of persons | 45 minutes

This program examines an approach to supervision where attention is directed toward the consequences of instruction rather than the means used during instruction. The program advocates ends focused instruction as a "criterion-referenced strategy" to be used in the supervisory process.

INSTRUCTIONAL SUPERVISION: A CRITERION REFERENCED STRATEGY — A-2, A-1

Prentice-Hall, Inc.
Prentice-Hall Teacher Competency Development System
P. O. Box 132
West Nyack, New York 10994

$7.95 per 12

programmed material | individual | 1 hour

This program examines an approach to the evaluation of instruction wherein attention is directed toward the consequences of instruction rather than the means used during instruction ends-focused instruction as a criterion-referenced strategy to be used in the supervisory process.

A MANUAL FOR ANALYZING TEACHER-MADE TESTS A-2

Ben M. Harris, Kenneth E. McIntyre

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712 $.25

manual any number of persons 1 1/2 hours

This manual includes instruments 3, 3a. The activity was designed to acquaint the participants with some of the rudiments of test construction. A collection of test items in the form of a simulated test is administered. The items are then discussed and their strengths and shortcomings are revealed. Several ways of evaluating teacher-made tests are then presented. Although one objective of this activity is to improve competencies in test construction, a more central objective is to reveal ways in which test analysis can be used as a supervisory technique to improve instruction.

A MANUAL ON CURRICULUM DECISION-MAKING (Series 11) A-2
A-1

Ben M. Harris

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712 $.35

manual 2-4 persons

This manual describes an in-service or preservice training session concerned with curriculum decision-making at the classroom teaching level. Materials and procedures for conducting this training session have been developed and tested in a variety of school settings with teachers at all levels. This manual provides all the illustrations and directions for a professional trainer to use in leading a group of teachers through a meaningful series of experiences. This training session is concerned with curriculum decisions at the classroom teacher and course or unit planning levels. It is directed toward the problem of correlating long-range ideals and major instructional goals to the specific objectives and daily activitives of the classroom. Statements for Curriculum Decision-Making, Instrument 11a, by Ben M. Harris and Kenneth E. McIntyre, University of Texas at Austin (1971) should be used with this manual.

THE MEDIATORS — A-2, A-3

Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas
Austin, Texas 78712

16mm color, sound film — any number of persons — 15 minutes

The film shows a group of seven children and a teacher involved in a lesson on classification. Inductive and deductive methods are used. It can be used to practice the Flanders system of interaction observation analysis.

A MODEL FOR INSTRUCTIONAL OBJECTIVES: RESPONSIBILITIES AND ADVANTAGES — A-2, A-1

Joseph R. Jenkins

Educational Technology Publications
Englewood Cliffs, New Jersey 07632 — $4.50

cassette tape — any number of persons — 40 minutes

Learning cannot be evaluated without behavioral objectives. This cassette clarifies the meaning of instructional objectives and their relationships. The objectives are divided into four levels according to their abstractness.

MODERN MEASUREMENT METHODS — A-2

Prentice-Hall, Inc.
Prentice-Hall Teacher Competency Development System
P. O. Box 132
West Nyack, New York 10994 — $7.95 per 12

programmed material — individual — 1 hour

This program is designed to provide the reader with a set of skills stemming from recent advances in the field of educational measurements.

OBJECTIVES - BASED ACCOUNTABILITY PROCEDURES FOR CLASSROOM USE — A-2, A-3, A-1

Rita B. Johnson

Educational Technology Publications
Englewood Cliffs, New Jersey 07632

cassette tape — any number of persons — 40 minutes

A new trend is toward teacher accountability for their students' learning. They are using behavioral objectives to measure when learning has taken place. The cassette explains how teachers may become more accountable.

PERFORMANCE OBJECTIVES — A-2

Grant E. Barton

Young House
Brigham Young University Press
Provo, Utah 84602 — $2.00

programmed material — individual

This booklet attempts to show by example the premise that when learner abilities are clearly and precisely expressed, learning effectiveness and efficiency increases. The development and validation of this booklet were made possible by the Instructional Development Program of the Instructional Service Division of Brigham Young University.

STATEMENTS FOR CURRICULUM DECISION-MAKING (Instrument 11a) — A-2, A-1

Ben M. Harris, Kenneth E. McIntyre

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712 — $.10

instrument — group of 2, 3, or 4

This instrument is to be used with A Manual on Curriculum Decision-Making (Series 11) by Ben M. Harris, the University of Texas at Austin (1971). The instrument consists of thirty-six number statements that should be cut to form a deck of cards for each team of participants. A trainer, using A Manual gives directions on sorting these statements. The training session is concerned with curriculum decisions at the classroom teacher and course or unit planning levels.

TO TEACH BY BEHAVIORAL OBJECTIVES OR NOT? A-2

Perry E. Rosoue

Educational Technology Publications
Englewood Cliffs, New Jersey 07632 $4.50

cassette tape any number of persons 40 minutes

There is a debate about behavioral objectives being used in curriculum. Some say (Silberman) behavioral objectives is training, not education. This cassette argues that objectives in behavioral terms is beneficial. The use of computers in education is encouraged.

TEST QUESTIONS A-2

Grant E. Barton, Andrew S. Gibbons

Young House
Brigham Young University Press
Provo, Utah 84602 $1.50

programmed material individual

Principles which will be helpful in discriminating between technically adequate and technically inadequate test questions are presented in this booklet. In the proficiency examination at the end of the booklet, two or three sample test questions are given of each of six test types: true-false, multiple choice, completion, short answer, matching, and essay. Respondents are asked to identify which, if any, of the principles of test construction listed in the booklet are violated in the sample questions.

THE THEORY OF EXPRESSING OBJECTIVES A-2

Richard W. Burns

Educational Technology Publications
Englewood Cliffs, New Jersey 07632 $4.50

cassette tape any number of persons 40 minutes

There is a tremendous need for educators to learn how to express objectives. Richard Burns discusses the importance of objectives, and why they are so useful.

WRITING OBJECTIVES FOR PROGRAMMED INSTRUCTION OR ANY INSTRUCTION — A-2

Mary B. Clark

Educational Technology Publications
Englewood Cliffs, New Jersey 07632 — $4.50

cassette tape — any number of persons — 40 minutes

Most people have misconceptions about programmed instruction. The writer of programmed instruction must formulate performance objectives. This cassette discusses the scheme for writing behavioral objectives for programmed instruction in detail.

* * * * * * * * * * * *

A-3 Developing and Adapting Curricula

ANALYZING AND SEQUENCING LEARNING BEHAVIORS — A-3, A-2

Prentice-Hall, Inc.
Prentice-Hall Teacher Competency Development System
P. O. Box 132
West Nyack, New York 10994 — $7.95 per 12

programmed material — individual — 1 hour

In this program, techniques of task analysis are applied to instructional objectives. Practice is provided so that an operational objective can be analyzed into sub-areas designated as either entry or en route skills. Use of a particular strategy is advocated in which instruction is approached in terms of learners' responses rather than teacher presentation.

CLASSROOM STRATEGIES: INDIVIDUALIZATION OF INSTRUCTION (WILKIT 82) — A-3

Weber State College
Ogden, Utah — $1.50

study packet — individual — 10-15 hours

This module presents the rationale for individualization and methods of individualization. The student is presented with the opportunity to demonstrate his comprehension of different methods of individualization as well as to demonstrate his ability to apply the principles of individual programming by designing an individualized program for a high school student.

INDIVIDUALIZING INSTRUCTION — A-3, A-2

Prentice-Hall, Inc.
Prentice-Hall Teacher Competency Development System
P. O. Box 132
West Nyack, New York 10994 — $7.95 per 12

programmed material — individual — 1 hour

The general goal of this program is to encourage educators to think more diversely about methods of providing instructional approaches. First, a distinction is drawn between individualizing objectives versus individualizing instructional procedures. Second, three school organizational patterns suitable for individualization, team teaching, nongraded programs and flexible teaching are described along with specific instructional procedures suggested for each.

A MANUAL FOR INDIVIDUALIZED ANALYSIS OF ACHIEVEMENT TEST DATA — A-3

Ben M. Harris, Kenneth E. McIntyre

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712

manual	any number of persons	1 1/2 hours

This exercise includes instruments 5, 5a, 5b, 5c and 5d. The purposes of this exercise are to develop understanding of the practical utility of standardized test scores for individualizing instruction in terms of diagnosed needs, to develop understanding of potential misinterpretations of achievement scores when mental ability and progress factors are not considered, to develop understanding of the need to undertake item analysis of subtests and/or sections of subtests in order to identify specific learning needs, to develop skill in preparing and interpreting individualized pupil test profiles, and to develop skill in using answer sheets with other instruments in understanding item analysis procedures.

THE MEDIATORS — A-3, A-2

Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas
Austin, Texas 78712

16mm color, sound film	any number of persons	15 minutes

The film shows a group of seven children and a teacher involved in a lesson on classification. Inductive and deductive methods are used. It can be used to practice the Flanders System of interaction observation analysis.

MODELS OF CURRICULUM DEVELOPMENT LM-8 — A-3

ILM Publishers, Inc.
140 Wilton Way
Salt Lake City, Utah 84108 — $22.00

study packet with guide,
cassette tape and
flip-chart presentation — 8 1/2 hours

This program provides a description and analysis to aid in the selecting of appropriate strategies for curriculum development. Four basic approaches to curriculum development used by schools are presented and discussed: Textbook Model, Local District Model, Large Scale Project Model and Tylerian Model.

OBJECTIVES - BASED ACCOUNTABILITY PROCEDURES FOR CLASSROOM USE — A-3, A-1, A-2

Rita B. Johnson

Educational Technology Publications
Englewood Cliffs, New Jersey 07632 — $4.50

cassette tape — any number of persons — 40 minutes

A new trend is toward teacher accountability for their students' learning. They are using behavioral objectives to measure when learning has taken place. The cassette explains how teachers may become more accountable.

* * * * * * * * * * * *

B. Developing Learning Resources

B-1 Evaluating and Selecting Learning Materials

B-2 Producing Learning Materials

B-3 Evaluating the Utilization of Learning Resources

B-1 Evaluating and Selecting Learning Materials

EVALUATION FOR THE SCHOOL ADMINISTRATOR: THE PURPOSE AND DESIGN OF EVALUATION LM 40 — B-1, B-3, D-3, E-4

ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, Utah 84108

study packet with guide, cassette tape and flip-chart presentation — 8 1/2 hours

This module introduces some basic understandings about the purpose of evaluation in the schools, the administrator's role in evaluation, and some basic procedures for specifying evaluation purposes. Some basic concepts and procedures which can be used in translating evaluation purpose into meaningful evaluation design are also introduced.

MATERIAL SELECTION — B-1

Joan DeLuca

Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas
Austin, Texas 78712

study packet — individual — 3-5 hours

This study packet includes five articles, suggestions for the development of a selection procedure of materials and suggestions for the development of a selection policy for materials. After completion of the module, one should be able to develop a set of evaluative criteria and procedures to determine the quality, utility and availability of learning materials, and to organize and conduct review sessions where teachers and other personnel can apply the criteria to new materials and make recommendations for acquisitions in needed areas.

SELECTO - A GAME DESIGNED TO TEACH SELECTION OF INSTRUCTIONAL MATERIALS TO PRESERVICE AND IN-SERVICE TEACHERS — B-1

Sandra K. Boland

Rocky Mountain Special Education Instructional Materials Center
The University of Northern Colorado
Greeley, Colorado — $1.50

game — 3-5 persons

This game was designed primarily for teachers of the learning disabled or retarded but is capable of adaptation to the needs of teachers of children with other disabling conditions. The game is also adaptable to the needs of the regular class teacher who has special problems in his class. The game presents the task of selecting and evaluating instructional materials for a hypothetical classroom and can be repeated more than once and still be of value due to the variety of possible situations arising from drawing Go-Cards which set different problems and constraints.

* * * * * * * * * * * *

B-2 Producing Learning Materials

INFORMATION — B-2, F-4

Gail M. Fennessey, Erling O. Schild — A-2

Academic Games Associates, Inc.
430 East 33rd Street
Baltimore, Maryland 21218

game — 8 or more — 1-1/2 hours

The game is designed to create a healthy blend of competition and cooperation in small groups; its rules provide a carefully structured set of activities and scoring procedures so that players' success in answering questions about some particular topic can be encouraged and recorded. Information can be used to teach, drill or review any body of information.

* * * * * * * * * * * *

B-3 Evaluating the Utilization of Learning Resources

DESIGNING A STUDY OF AVAILABLE RESOURCES B-3

Billie Grace Herring

Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas
Austin, Texas 78712

study packet individual 8-10 hours

Through simulation the student is presented with an opportunity to design and conduct a study of an array of learning resources currently available for use and to determine the extent and appropriateness of their utilization. On the basis of the results of that study, the student should be able to make recommendations for the improved utilization of specific learning resources in specific ways.

EVALUATION FOR THE SCHOOL ADMINISTRATOR: THE PURPOSE AND DESIGN OF EVALUATION LM 40 B-3 D-3 E-4

ILM Publishers, Inc. B-1
1470 Wilton Way
Salt Lake City, Utah 84108 $22.00

study packet with guide,
cassette tape and
flip-chart presentation individual 8 1/2 hours

This module introduces some basic understandings about the purpose of evaluation in the schools, the administrator's role in evaluation, and some basic procedures for specifying evaluation purposes. Some basic concepts and procedures which can be used in translating evaluation purpose into meaningful evaluation design are also introduced.

* * * * * * * * * * * *

C. Staffing for Instruction

C-1 Developing a Staffing Plan

C-2 Recruiting and Selecting Personnel

C-3 Assigning Personnel

C-1 Developing a Staffing Plan

DEVELOPING JOB DESCRIPTIONS — C-1

Kenneth McIntyre

Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas
Austin, Texas 78712

study packet — individual — 1 hour

This self-instructional study packet requires that the participant assumes the role of a supervisor. Some of the tasks presented are: locating and attracting strong candidates for the position of Project Director for a new project; studying information on three prime candidates and writing an analyses of the contents; ranking the candidates; evaluating selection tools and devices; setting up a system for selecting personnel. The participant is guided through the module with recommendations, self evaluation check lists and selected readings.

MANAGEMENT OF SCHOOL BEHAVIOR PROBLEMS — C-1, C-2, C-3, D-1, E-2

Robert Scharf, Mort Tenner, Rudell Freer

University Council for Educational Administration
29 West Woodruff Avenue
Columbus, Ohio 43210

$3.95

cassette tape — any number of persons — 1 1/2 - 2 hours

On this tape is a discussion of the type of personnel needed to handle discipline problems. Also reviewed are fourteen skills needed by the administrative staff to promote a well-functioning organization. Personal considerations and general techniques of the administrator are included on the tape. A summary of teacher-student relations is presented and causes of behavior are listed.

* * * * * * * * * * * *

C-2 Recruiting and Selecting Personnel

BACKGROUND INTERVIEW GUIDE Code BG C-2

Development Dimensions, Inc.
767 Colony Circle
Pittsburgh, Pennsylvania 15243 $5.00

simulation 3 persons 1 1/2 - 2 hours

Because the background interview is usually the only part of an assessment to deal with the participant's past, it is a vital component. For some important dimensions of success, such as interest in self-development, the background interview is the only major source of information. Before coming to the background interview, the participant reads the Instructions for Participant and fills out a Background Information Form, concerning his education, work history, major accomplishments, plans for the future, values and attitudes. Based on this information, the assessor plans the interview using the Pre-Interview Planning Form. After the interview, the assessor completes the Assessor Report Form and/or an "Exercise Report."

EFFECTIVE INTERVIEWING FOR THE SUPERVISOR PRIME VII C-2

American Management Association

Didactic Systems
P. o. Box 457
Cranford, New Jersey 07016 $25.00

programmed material individual 15 hours

This course concentrates on interviewing as an exchange of information and on those techniques of effective communication that will produce such an exchange. Also because it is likely that the supervisor is competent in the usual question and answer technique of interviewing, the course gives considerable attention to the more difficult nondirective approach, to encourage the interviewee to talk freely and spontaneously as a way of eliciting full and reliable information about him. Three units of PRIME VII cover the use of the nondirective techniques. One introductory unit deals with the basics of effective communication, and another gives general guidelines which can be applied to all interviews.

MANAGEMENT OF SCHOOL BEHAVIOR PROBLEMS

C-2
C-3
D-1
E-2

Robert Scharf, Mort Tenner, Rudell Freer

University Council for Educational Administration
29 West Woodruff Avenue
Columbus, Ohio 43210

C-1

$3.95

cassette tape

1 1/2 - 2 hours

On this tape is a discussion of the type of personnel needed to handle discipline problems. Also reviewed are fourteen skills needed by the administrative staff to promote a well-functioning organization. Personal considerations and general techniques of the administrator are included on the tape. A summary of teacher-student relations is presented and causes of behavior are listed.

POLICY NEGOTIATIONS

C-2

Frederic L. Goodman

Urbex Affiliates, Inc.
474 Thurston Road
Rochester, New York 14619

$75.00

game

6 persons

3 hours

This game involves policy negotiations between teachers and school board. A gaming process of three distinct but overlapping phases develop during the use of the game: initial introduction to and play of the priming game; creation of a new game through modification of the original game to meet the needs and/or interests of the players; play of the revised version of the game.

RECRUITING AND SELECTING PERSONNEL C-2

Kenneth McIntyre

Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas
Austin, Texas 78712

study packet 5 hours

This self-instructional study packet includes the description of a new school program, job description for the director of the program, candidates' application folders, exercises and evaluation forms. Some selected reading materials are included.

* * * * * * * * * * * *

C-3 Assigning Personnel

MANAGEMENT OF SCHOOL BEHAVIOR PROBLEMS C-3
D-1

Robert Scharf, Mort Tenner, Rudell Freer E-2
C-1

University Council for Educational Administration C-2
29 West Woodruff Avenue
Columbus, Ohio 43210 $3.95

cassette tape any number of persons 1 1/2 - 2 hours

On this tape is a discussion of the type of personnel needed to handle discipline problems. Also reviewed are fourteen skills needed by the administrative staff to promote a well-functioning organization. Personal considerations and general techniques of the administrator are included on the tape. A summary of teacher-student relations is presented and causes of behavior are listed.

* * * * * * * * * * * *

D. Organizing for Instruction

D-1 Revising Existing Structures

D-2 Assimilating Programs

D-3 Monitoring New Arrangements

D-1 Revising Existing Structures

CURRENT CONCEPTIONS OF EDUCATIONAL EVALUATION — D-1, A-2

Prentice-Hall, Inc.
Prentice-Hall Teacher Competency Development System
P. O. Box 132
West Nyack, New York 10994 — $7.95 per 12

programmed material — individual — 1 hour

The goal of this program is to make the reader aware of the following:

1. Measure versus evaluation
2. Formative evaluation versus summative evaluation
3. Employment of process criteria versus employment of product criteria
4. Evaluation as an assessment of merit versus evaluation as an aid to decision makers

EVALUATION FOR THE SCHOOL ADMINISTRATOR: ORGANIZING FOR DECISIONS AND TESTING HYPOTHESES LM 43 — D-1

ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, Utah 84108 — $22.00

study packet with guide, cassette tape and flip-chart presentation — individual — 8 1/2 hours

Evaluation should lead the administrator to decisions. Some of these decisions may be to take particular actions; other decisions may be to refrain from action. This study packet examines ways in which evaluation can focus on the need for particular types of decisions. Some of these decision-needs can be profitably stated in terms of hypotheses and surveys some leading techniques for testing them.

MANAGEMENT OF SCHOOL BEHAVIOR PROBLEMS

D-1
E-2
C-1
C-2
C-3

Robert Scharf, Mort Tenner, Rudell Freer

University Council for Educational Administration
29 West Woodruff Avenue
Columbus, Ohio 43210

$3.95
1 1/2 - 2 hours

cassette tape any number of persons

On this tape is a discussion of the type of personnel needed to handle discipline problems. Also reviewed are fourteen skills needed by the administrative staff to promote a well-functioning organization. Personal considerations and general techniques of the administrator are included on the tape. A summary of teacher-student relations is presented and causes of behavior are listed.

ORGANIZATION

D-1

Jane Duckett
3510 Red River
Austin, Texas 78705

game

The game situation is that in which a hypothetical company is on the market. Four individuals or players with equal resources have decided to purchase the company. The winner of the game is declared chairman of the board. The player will have to answer questions about organizational theory, to acquire various components of organizational structure through purchase, and to convert holdings into stock certificates. The first player to obtain 51% of the company's stock is the Chairman of the Board.

PERT FOR CAA PLANNING - A PROGRAMMED COURSE OF INSTRUCTION IN PERT — D-1, E-3

Office of Economic Opportunity
Washington, D. C. 20506

programmed material — 4-7 hours

This booklet offers the program evaluation and review technique in the form of programmed instruction for the student. The booklet may be used to gain only a general knowledge of PERT as a planning tool, sections 1-4, or for a greater technical knowledge, sections 5-6 provides the student more detailed experiences with use of the technique. PERT can be used to aid those involved in the planning process by aiding them in:

1. Defining the activities of the project in specific terms
2. Coordinating these activities both within the agency and with delegate agencies and with other groups
3. Estimating the time necessary for activities and the entire project
4. Minimizing the estimated time required for a project
5. Communicating in a precise visual manner the necessary activities to achieve the goals of a project to the staff, board, neighborhood councils, and other interested groups

THE PRINCIPAL'S AUDIO JOURNAL, VOL. 1, NO. 5, MAY 1974 — D-1, E-3

Larry W. Hughes, Gerald C. Ubben, eds.

Cassette Service Inc.
Drawer D
St. Paul, Virginia 24283 — $6.00

cassette tape — any number of persons — 1 hour

Current news and legal trends, counseling practices using peers, and self evaluation of elementary schools are discussed on Side A of this tape. Side B contains a review of school scheduling and using time effectively. Dr. J. Lloyd Trump of NASSP, who heads a thirty-school research project with innovative secondary schools, and three principals involved in the project discuss the use of time as it is related to scheduling and school. They discuss scheduling procedures in a broader context, including the organizational components of approaches to instruction, uses of staff and variations in the grouping of students.

SELF-INSTRUCTIONAL MODULE ON TIME UTILIZATION D-1

Carol Clark, John D. King, Patricia Miller

Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas
Austin, Texas 78712

study packet individual 6 hours

This study packet is devoted to a study and practice of time utilization as it related to the supervisor. The student of this module will have an opportunity to review several models for managing time and to practice utilizing them in a self-study context. There are three sections to this module. The first section gives the student some understanding of conceptualization of time and an opportunity to focus on his ability to utilize and more specifically account for the way in which he currently spends his time. The second section presents three models for managing time with scenarios for each model. The third section deals with evaluation which includes self-study, posttests, key summation statements as a form of sensitization for the module and an annotated bibliography.

THE USE OF THEORY IN EDUCATIONAL DECISION D-1
D-2
E-1

Daniel E. Griffiths

University Council for Educational Administration
29 West Woodruff Avenue
Columbus, Ohio 43210

reel to reel tape any number of persons 1 hour

In this tape Daniel Griffiths defines theory first by stating what it is not. He discusses steps in theory building and outlines how administrators can use theory for improvement of performance.

* * * * * * * * * * * *

D-2 Assimilating Programs

ELEMENTS IN THE PLANNING OF EDUCATIONAL PROGRAMS LM 12 D-2

ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, Utah 84108 $22.00

study packet with guide,
cassette tape and
flip-chart presentation individual 8 1/2 hours

This program deals with the concept of "educational program" as a total institutional approach to providing educational experiences and deals with it in terms of established planning techniques and procedures.

FORCES AND EDUCATIONAL PROGRAM PLANNING LM 13 D-2

ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, Utah 84108 $22.00

study packet with guide,
cassette tape and
flip-chart presentation individual 8 1/2 hours

This program deals with an analysis of forces having impact upon programs of elementary and secondary education and provides a framework for analysis of forces that must be identified for each type and level of educational program.

STUDENT CLASSIFICATION, ORGANIZATIONAL BEHAVIOR AND LEGAL CONSTRAINT — D-2, E-1, G-1

David Kirp — A-1

University Council for Educational Administration
29 West Woodruff Avenue
Columbus, Ohio 43210 — $3.95

cassette tape — any number of persons — 40 minutes

The lecture consists of a review of criticisms of current classification practices with clear, specific implications of the organizational framework which inhibits change of these practices. Implications of the current philosophy of special education, remedies for problems, and cautions regarding implications are given. It is an excellent overview of the role of special education in the schools today.

THE USE OF THEORY IN EDUCATIONAL DECISION — D-2, E-1

Daniel E. Griffiths — D-1

University Council for Educational Administration
29 West Woodruff
Columbus, Ohio 43210

reel to reel tape — any number of persons — 1 hour

In this tape Daniel Griffiths defines theory first by stating what it is not. He discusses steps in theory building and outlines how administrators can use theory for improvement of performance.

* * * * * * * * * * * * * *

D-3 Monitoring New Arrangements

DELPHI TECHNIQUE FOR GOAL SETTING — D-3, G-2, A-1

Jane Duckett
3510 Red River
Austin, Texas 78705

study packet — individual

The Delphi Technique consists of having each participant complete a series of questionnaires which include controlled feedback on the responses of the other participants. Four steps are usually included: 1) each participant is asked to write his opinion of a specific topic; 2) each participant is asked to evaluate all of the opinions; 3) after receiving a list of all the responses, if his opinion was different from the most frequent response, the participant is asked to revise his opinion or explain why he didn't; 4) everyone is given a list with an updated summary and is asked to repeat his opinion or revise it. The Delphi Packet is a compilation of various articles, pamphlets and booklets which give the student a general overview of the Delphi technique.

DON'T CUT OUT NOW (FOURTH FILM IN CRITICAL INCIDENTS IN NEGOTIATION SERIES) — D-3

American Association of School Administrators with Montgomery County, Maryland, Public School System

National Education Association
1201 16th Street, N. W.
Washington, D. C. 20016 — $3.00 (guide only)

16mm black/white, sound film — any number of persons — 30 minutes

The film specifically explores incidents that can occur as negotiations reach a climax. Examined were: a) failure on the part of one party to continue negotiating when successful agreement was in sight; b) not dealing with a moment of impasse; c) unilateral news release premature to bilateral agreement.

EVALUATION FOR THE SCHOOL ADMINISTRATOR: THE PURPOSE AND DESIGN OF EVALUATION LM 40 — D-3, E-4, B-1, B-3

ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, Utah 84108 — $22.00

study packet with guide, cassette tape and flip-chart presentation — individual — 8 1/2 hours

This module introduces some basic understandings about the purpose of evaluation in the schools, the administrator's role in evaluation, and some basic procedures for specifying evaluation purposes. Some basic concepts and procedures which can be used in translating evaluation purpose into meaningful evaluation design are also introduced.

KEEPING THE TARGET IN FOCUS (SECOND FILM IN CRITICAL INCIDENTS IN NEGOTIATIONS SERIES) — D-3

American Association of School Administrators with Montgomery County, Maryland, Public School System

National Education Association
1201 16th Street, N. W.
Washington, D. C. 20026 — $3.00 (guide only)

16mm black/white, sound film — any number of persons — 20 minutes

The film dramatizes negotiation roadblocks that could conceivably block productive discussion between high level policy makers and teachers. Some things explored are inappropriate additions to established agenda, non-productive discussion of non-negotiable agenda, and immediate rejection of demands of one party in the negotiation.

LITTLE RISKS MAKE BIG MISTAKES (FIFTH FILM IN CRITICAL INCIDENTS IN NEGOTIATIONS SERIES) D-5

American Association of School Administrators with
Montgomery County, Maryland, Public School System

National Education Association
1201 16th Street, N. W.
Washington, D. C. 20026 $3.00 (guide only)

16mm black/white, sound film any number of persons 30 minutes

This film examines crucial last minute incidents involved in wrapping up agreements that are non-productive to success: a) water cooler diplomacy--private agreements and faction formation, disrupting consensus agreement; b) during cost stage of settlement compromises; c) preparation of written agreement--arguing over specific language.

MORE HEAT THAN LIGHT (THIRD FILM IN CRITICAL INCIDENTS IN NEGOTIATIONS SERIES) D-3

American Association of School Administrators with
Montgomery County, Maryland, Public School System

National Education Association
1201 16th Street, N. W.
Washington, D. C. 20026 $3.00 (guide only)

16mm black/white, sound film any number of persons 20 minutes

The film explores, via role playing, critical incidents that could conceivably come up early in contract negotiations between policy-making board and special interest group (teachers).

PROBING FOR POTENTIAL HANGUPS (FIRST FILM IN CRITICAL INCIDENTS IN NEGOTIATIONS SERIES) D-3

American Association of School Administrators with
Montgomery County, Maryland, Public School System

National Education Association
1201 16th Street, N. W.
Washington, D. C. 20026

$3.00
(guide only)

16mm black/white, sound film any number of persons 30 minutes

The purpose of the film is to examine negotiations among high level policy makers relative to the Board of Education. The film has implications for participants in any policy-making body and specifically explores roadblocks that can potentially stop productive discussions by policy-makers such as arguing over ground rules, qualifications of members, parameters of authority.

* * * * * * * * * * * * *

E. Utilizing Supporting Services

E-1 Analyzing and Securing Services

E-2 Orienting and Utilizing Specialized Personnel

E-3 Scheduling Services

E-4 Evaluating the Utilization of Services

E-1 Analyzing and Securing Services

LEADING GROUPS TO BETTER DECISIONS — E-1, F-4, F-5, A-1

Erwin Rausch, George Rausch

Didactic Systems
P. O. Box 457
Cranford, New Jersey 07016 — $24.00

game — 5 persons

This game is designed specifically to help managers and executives improve their skills as effective conference leaders in problem solving and decision-making situations, irrespective of their relative position of authority with respect to the other members of the problem solving group.

STUDENT CLASSIFICATION, ORGANIZATIONAL BEHAVIOR AND LEGAL CONSTRAINT — E-1, G-1, A-1, D-2

David Kirp

University Council for Educational Administration
29 West Woodruff Avenue
Columbus, Ohio 43210 — $3.95

cassette tape — any number of persons — 40 minutes

The lecture consists of a review of criticisms of current classification practices with clear, specific implications of the organizational framework which inhibits change of these practices. Implications of the current philosophy of special education, remedies for problems, and cautions regarding implications are given. It is an excellent overview of the role of special education in the schools today.

THIS HEARING WORLD — E-1, E-2

Brent Laboratories
North Circular Road
Cricklewood N. W. 2 7AT
London, England — $202.44

16mm color, sound film — any number of persons — 35 minutes

The film shows the procedures for mainstreaming deaf and hard of hearing children into regular education programs in Scotland. Special emphasis is placed on the coordination of services from regular classroom teachers and teachers of the deaf.

THE USE OF THEORY IN EDUCATIONAL DECISION — E-1, D-1, D-2

Daniel E. Griffiths

University Council for Educational Administration
29 West Woodruff Avenue
Columbus, Ohio 43210

reel to reel tape — any number of persons — 1 hour

In this tape Daniel Griffiths defines theory first by stating what it is not. He discusses steps in theory building and outlines how administrators can use theory for improvement of performance.

* * * * * * * * * * * *

E-2 Orienting and Utilizing Specialized Personnel

ALTERNATIVE INSTRUCTIONAL ARRANGEMENTS — E-2

Donroy Hafner

Region XIII Education Service Center
6504 Tracor Lane
Austin, Texas 78721

kit which includes cassette tape and filmstrip — any number of persons — 15 minutes

The delivery system of special education is being used more and more to increase the possibility of providing appropriate education for all children. This particular program provides the participant with the opportunity to study service delivery options. Three supporting services presented were those of the resource teacher, the diagnostic teacher and the consulting teacher.

MANAGEMENT OF SCHOOL BEHAVIOR PROBLEMS — E-2, C-1, C-2, C-3, D-1

Robert Scharf, Mort Tenner, Rudell Freer

University Council for Educational Administration
29 West Woodruff Avenue
Columbus, Ohio 43210 — $3.95

cassette tape — any number of persons — 1 1/2 - 2 hours

On this tape is a discussion of the type of personnel needed to handle discipline problems. Also reviewed are fourteen skills needed by the administrative staff to promote a well-functioning organization. Personal considerations and general techniques of the administrator are included on the tape. A summary of teacher-student relations is presented and causes of behavior are listed.

ORGANIZING FOR THE DELIVERY OF SERVICES E-2

Donroy Hafner

Region XIII Education Service Center
6504 Tracor Lane
Austin, Texas 78721

kit which includes
cassette tape and
filmstrip any number of persons 10 minutes

This program deals with means to bring all types of services together for the purpose of meeting the individual needs of all children. Specifically mentioned is the coordination that must take place between the special education teacher and the regular classroom teacher. Two areas of concern are presented: a) concerns centering around the students, such as scheduling, planning, grading, reporting to parents; b) concerns centering around the teachers: initial planning input with student support teams, continuous feedback, follow-up activities, program modification and joint instructional responsibility.

THIS HEARING WORLD E-2
E-1

Brent Laboratories
North Circular Road
Cricklewood N. W. 2 7AT
London, England $202.44

16mm color, sound film any number of persons 35 minutes

The film shows the procedures for mainstreaming deaf and hard of hearing children into regular education programs in Scotland. Special emphasis is placed on the coordination of services from regular classroom teachers and teachers of the deaf.

* * * * * * * * * * * *

E-3 Scheduling Services

PERT FOR CAA PLANNING - A PROGRAMMED COURSE OF INSTRUCTION IN PERT — E-3, D-1

Office of Economic Opportunity
Washington, D. C. 20506

programmed material — Individual — 4-7 hours

This booklet offers the program evaluation and review technique in the form of programmed instruction for the student. The booklet may be used to gain only a general knowledge of PERT as a planning tool, sections 1-4, or for a greater technical knowledge, sections 5-6 provides the student more detailed experiences with use of the technique. PERT can be used to aid those involved in the planning process by aiding them in:

1. Defining the activities of the project in specific terms
2. Coordinating these activities both within the agency and with delegate agencies and with other groups
3. Estimating the time necessary for activities and the entire project
4. Minimizing the estimated time required for a project
5. Communicating in a precise visual manner the necessary activities to achieve the goals of a project to the staff, board, neighborhood councils, and other interested groups

THE PRINCIPAL'S AUDIO JOURNAL, VOL. 1, NO. 5, MAY 1974 — E-3, D-1

Larry W. Hughes, Gerald C. Ubben, eds.

Cassette Service Inc.
Drawer D
St. Paul, Virginia 24283 — $6.00

cassette tape — any number of persons — 1 hour

Current news and legal trends, counseling practices using peers, and self evaluation of elementary schools are discussed on Side A of this tape. Side B contains a review of school scheduling and using time effectively. Dr. J. Lloyd Trump of NASSP, who heads a thirty-school research project with innovative secondary schools, and three principals involved in the project discuss the use of time as it is related to scheduling and school. They discuss scheduling procedures in a broader context, including the organizational components of approaches to instruction, use of staff and variations in the grouping of students.

* * * * * * * * * * * *

E-4 Evaluating the Utilization of Services

EVALUATION FOR THE SCHOOL ADMINISTRATOR: DATA COLLECTION LM 41 — E-4

David Erlandson

ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, Utah 84108 — $22.00

study packet with guide, cassette tape and flip-chart presentation — individual — 8 1/2 hours

This module provides a survey of the various types of data which are needed by the school administrator, a survey of the chief types of instruments available for obtaining these data, and an examination of some of the general principles of data collection. It explores in some depth a particular method, the critical incident technique, which is likely to be of particular value to the school administrator.

EVALUATION FOR THE SCHOOL ADMINISTRATOR: THE PURPOSE AND DESIGN OF EVALUATION LM 40 — E-4, B-1, B-3, D-3

ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, Utah 84108 — $22.00

study packet with guide, cassette tape and flip-chart presentation — individual — 8 1/2 hours

This module introduces some basic understandings about the purpose of evaluation in the schools, the administrator's role in evaluation, and some basic procedures for specifying evaluation purposes. Some basic concepts and procedures which can be used in translating evaluation purpose into meaningful evaluation design are also introduced.

* * * * * * * * * * * *

F. Providing In-Service Education

F-1 Supervising in a Clinical Mode

F-2 Planning for Individual Growth

F-3 Designing In-Service Training Sessions

F-4 Conducting In-Service Training Sessions

F-5 Training for Leadership Roles

F-1 Supervising in a Clinical Mode

ASSESSMENT OF TEACHING: CONTENT ANALYSIS LM 4 F-1

ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, Utah 84108 $22.00

study packet with guide,
cassette tape and
flip-chart presentation individual 8 1/2 hours

The content analysis technique permits a supervisor or teacher to: (1) analyze objectively a lesson plan; (2) "talk through" a lesson before the lesson is presented; or (3) observe and record a lesson being taught for later review and analysis. The purpose of a content analysis is to provide a means of objectively assessing what is taking place in teaching.

COMMUNITY HELPERS DCS KINESCOPES F-1

Motion Picture Division
Ohio State University
1885 Neil Avenue
Columbus, Ohio

16mm black/white, sound film any number of persons 40 minutes

The film depicts a classroom of fourth graders and their teacher in a social studies lesson, "community helpers." The film should promote lively discussion among supervisory-inclined students, due to the filmed teacher's classroom organization and style.

DESCRIPTIVE OBSERVATION RECORD FOR INDIVIDUALIZATION OF INSTRUCTION (INSTRUMENT IF-1) F-1

Ben M. Harris, Kenneth E. McIntyre

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712 $.25

instrument any number of persons

This instrument utilizes a series of open ended questions to analyze the degree of individualization taking place in a classroom (or film), in terms of intra-class grouping, variety of materials, pupil autonomy, differentiated assignments, and tutoring. It may be used with the Individualization of Instruction Inventory. Complete directions for the use of the instrument may be found in A Guide to Observing Individualization of Instruction by Joan DeLuca, Ben M. Harris and Howard Sanford.

THE EARLY WARNING KIT ON THE EVALUATION OF TEACHERS F-1
F-2
Instruction and Professional Development Division F-3

National Education Association
1201 16th Street, N. W.
Washington, D. C. 20036

kit 5-6 persons 2 hours

The purpose of this kit is to assist members of the United Teaching Profession to examine the ways in which they are being or may be evaluated, to assess the appropriateness of instruments being used to measure their performance, to assure that they are held accountable for only those activities that may be expected of a professional, to guarantee due process for teachers, and to assure that information will be used appropriately in designing in-service teacher education.

FOURTH GRADE CLASS: INDIVIDUALIZED INSTRUCTION F-1
F-3
A-2

Directed by Ben M. Harris
Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas
Austin, Texas 78712

Produced by Rainbow Productions
Austin, Texas (March 1972)

16mm color, sound film — 20 minutes
10 minutes in length — any number of persons — or more

The film records a 10 minute segment of a classroom where different forms of individualization may be observed. Among these are small groups working independently, groups with the teacher, students working alone or in pairs. Aspects of a classroom which facilitate individualization can be seen. This film can be used as a training device for the Descriptive Observation Record for Individualization of Instruction. SEST Project Document #5. The University of Texas at Austin.

A GUIDE TO OBSERVING INDIVIDUALIZATION OF INSTRUCTION F-1

Joan DeLuca, Ben M. Harris, Howard Sanford

Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas
Austin, Texas 78712

manual — individual — 1-2 nours

This guide introduces two instruments for use in observing, describing and estimating the amount of five types of individualizing instruction practices. These instruments have been developed and tested in a variety of field and research situations beginning with the work of Harris and Coody in 1964. An original rating instrument, Individualization of Instruction Inventory, has gone through several revisions. A companion instrument, the Descriptive Observation Record for Individualization of Instruction, was developed for use with the original instrument to provide for maximum reliability and "face validity" with minimum observer training. This manual is designed for the supervisor, principal, college instructor, or team leader who wishes to develop his or her skill in classroom observation with the Descriptive Observation Record for Individualization of Instruction (Instrument 1f-1) by Ben M. Harris and Kenneth E. McIntyre and the Individualization of Instruction Inventory (Instrument 1f-Revised) by Betty Cooty and Ben M. Harris, The University of Texas at Austin.

INDIVIDUALIZATION OF INSTRUCTION INVENTORY (INSTRUMENT 1F - REVISED) F-1

Betty Coody, Ben M. Harris

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712 $.10

instrument	observations are individual any number for discussion	

This instrument attempts to quantify the amount of individualization in instruction taking place in a classroom. Teachers are given numerical ratings of various aspects of individualization in terms of intra-class grouping, variety of materials, pupil autonomy, differentiated assignments, and tutoring. Directions for use of this manual can be found in A Guide to Observing Individualization of Instruction, by Joan DeLuca, Ben Harris, and Howard Sanford.

INSTRUCTIONAL SUPERVISION: A CRITERION REFERENCED STRATEGY F-1
F-2
A-2

W. James Popham

Vimcet Associates
P. O. Box 24714
Los Angeles, California 90024

kit with reel to reel tape and coordinated filmstrip	any number of persons	45 minutes

This program examines an approach to supervision where attention is directed toward the consequences of instruction rather than the means used during instruction. The program advocates end focused instruction as a "criterion-referenced strategy" to be used in the supervisory process.

INTERACTION ANALYSIS TRAINING KIT - LEVEL I — F-1

Edmund J. Amidon, Peggy Amidon

Association for Productive Teaching
5408 Chicago Avenue South
Minneapolis, Minnesota 55417

$15.00 (kit)
$14.50 (transparencies)

kit which includes manual, cassette tape, matrices and tally sheets — 2-5 persons

The purpose of this kit is to provide the participants with practice in tallying classroom interaction and develop their experience in building matrices from the resulting data. There are four sessions: three dealing with short exercises depicting verbal behavior and one which is a diagnostic exercise. Copies of The Role of the Teacher in the Classroom by Edmund J. Amidon and Ned A. Flanders and Teaching Pattern Analysis Manual by Edmund Amidon and Peggy Amidon are included in the kit.

INTERACTION ANALYSIS TRAINING KIT - LEVEL II — F-1

Edmund J. Amidon, Peggy Amidon

Association for Productive Teaching, Inc.
1040 Plymouth Building
Minneapolis, Minnesota 55402

$15.00 (kit)
$14.50 (transparencies)

kit which includes manual, cassette and transparencies — any number of persons

This kit provides opportunity for the participant to understand and interpret classroom interaction. It specifically provides insight into teaching patterns that can be identified through interpretation and analysis of the matrices utilized in the system of interaction analysis. A copy of The Role of the Teacher in the Classroom by Edmund J. Amidon and Ned A. Flanders is included in the kit.

THE LEAKING BOTTLE F-1

Ben M. Harris

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712

kit which includes reel to reel tape	any number of persons	50 minutes or more

This is a group discussion led by Dr. Harris discussing teacher/pupil verbal interaction, recorded during a science lesson. It is based on Flander's Verbal Interaction Analysis categories. The science lesson involves students at the elementary level being questioned about the condensation forming on a cold "Coke" bottle. Dr. Harris leads the group of graduate students to distinguish the different kinds of teacher responses. The kit includes a diagnostic analysis of the lesson, The Leaking Bottle Lesson (Instrument lp-7) by Ben M. Harris and Betty Porter, The University of Texas at Austin, 1972.

A MANUAL FOR OBSERVING AND ANALYZING CLASSROOM INSTRUCTION F-1

Ben M. Harris, Kenneth E. McIntyre

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712 $.60

manual	individual	1 hour

In this manual systematic procedures for classroom observations are described, and a variety of observation guides are introduced to serve various purposes. Each guide is presented with suggestions for training staff members in its use. The unique contribution of each guide is described, and examples of ways to use it for the improvement of instruction are provided.

THE PRINCIPAL'S AUDIO JOURNAL, VOL. 1, NO. 3, March 1974 F-1
F-2

Larry W. Hughes, Gerald C. Ubben, eds.

Cassette Service, Inc.
Drawer D
St. Paul, Virginia 24283

cassette tape any number of persons 1 hour

Side A of this cassette tape presents news dealing with peer counseling, year round schools and in-service training for teachers. Also, two new teaching/learning aids are discussed: "Decision Games for Guidance" and "Games and Simulations as Teaching Tools." Both programs can be incorporated into the social studies curriculum. A short feature on competency based teacher education and evaluation is given. Side B deals with problems and major concerns of staff evaluation. What research has said about teacher effectiveness and teacher evaluation is presented in detail. Six points to be considered in the development of an evaluation system are enumerated. A good evaluation system should include a self evaluation component as well as an external evaluation component. These components are discussed at great length.

THE PRINCIPAL'S AUDIO JOURNAL, VOL. 1, NO. 4, APRIL 1974 F-1
F-2

Larry W. Hughes, Gerald C. Ubben, eds.

Cassette Service, Inc.
Drawer D
St. Paul, Virginia 24283

cassette tape any number of persons 1 hour

Side A of this cassette tape deals with current and legal issues. A report and editorial comment is presented on the Supreme Court decision dealing with special language instruction for non-English speaking children. Teacher accountability is discussed through a review of an article by Thomas J. Quirk: "Teacher Accountability, Negative and Positive." Side B is a continuation of the March presentation of the Principal's Audio Journal on staff evaluation. Self-evaluation, peer evaluation and evaluation by administrators are discussed. The tape concludes with a proposal of a model for staff evaluation. The model is presented in the form of a flow chart for decision making which is based on the concept that one does not improve other individuals but rather improves self. There are seven decision points on the model, each decision being made on the basis of the choice made in the preceding decision point.

PUPIL ENTHUSIASM INVENTORY (INSTRUMENT 1D) F-1

Ben M. Harris, Kenneth E. McIntyre

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712 $.10

instrument individual

This instrument is designed for use as a tool for securing an index of pupil enthusiasm in the classroom setting. Each evidence of lack of enthusiasm is tabulated by behavior category. A time sampling technique is employed. Observations are taken every five minutes. A Rationale of the authors and their suggestions for using this inventory are fully described in A Manual for Observing and Analyzing Classroom Instruction by Ben M. Harris and Kenneth E. McIntyre

PUPIL RESPONSE INVENTORY (INSTRUMENT 1C) F-1

Ben M. Harris, Kenneth E. McIntyre

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712 $.10

instrument individual

This instrument is an inventory for tallying the types of pupil responses observed in a classroom. The rationale of the authors and their suggestions for using this inventory are fully described in A Manual for Observing and Analyzing Classroom Instruction by Ben M. Harris and Kenneth E. McIntyre.

REVIEW OF LESSON: SIXTH GRADE SCIENCE F-1

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712

16mm black/white, sound film any number of persons 20 minutes

The film shows a traditionally structured room. A science lesson is in progress with lecture, question and answer format. The main purpose of this film is practice in the use of the Flanders systems of observation analysis.

SIXTH GRADE SOCIAL STUDIES LESSON: "THE RUSSIAN REVOLUTION" F-1 A-1

Ben M. Harris

Instructional Leadership Training Material
Department of Educational Administration
The University of Texas
Austin, Texas 78712

kit which includes reel to reel tape | any number of persons | 1 hour & 15 minutes

Fundamental problems discussed on this tape are: level of questioning, teacher's background information; organization of lesson, classroom management, motivation; level of total presentation--cause vs. interpretation at end of lesson; evidence of planning; knowledge of psychology of learning, focussing of class discussion; generalizations gained from lesson; introduction knowledge of subject matter--ideas for in-service for teachers with methodological problems. Dr. Harris summarizes and synthesizes areas of concern:

1. Content
2. Methodology
3. Anxiety of teacher
4. Lack of knowledge of learning theory and child development
5. Classroom management

This kit also includes a lesson protocol by Dr. Grace Lund, The University of Wisconsin, 1967.

TEACHER BEHAVIOR INVENTORY (INSTRUMENT 1E) F-1

Ben M. Harris, Kenneth E. McIntyre

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712 $.10

instrument | individual

This instrument is designed for use as a tool for analyzing the patterns of teacher behavior in the classroom. Each observable behavior, verbal or non-verbal, is tabulated in the box opposite the appropriate category. The sequence of time and classroom activities may be recorded to coincide with the series of tallies to permit relating events to behavior patterns. The rationale of the authors and their suggestions for using this inventory are fully described in A Manual for Observing and Analyzing Classroom Instruction by Ben M. Harris and Kenneth E. McIntyre.

TEACHER EVALUATION: AN OVERVIEW OF PROCEDURES F-1

Ben M. Harris, Darryl Townsend

Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas
Austin, Texas 78712

study packet individual 1-2 hours

This module was designed to facilitate effective evaluation of teachers. Based on Prep Kit Materials by Dale L. Bolton, it deals with the rationale, procedures and purposes of evaluating teacher performance and providing feedback to the teacher that has been observed.

TEACHER QUESTION - PUPIL RESPONSE INVENTORY F-1
(Instrument 1-B-2)

Ben M. Harris, Kenneth E. McIntyre

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712 $.10

instrument individual

This instrument is an inventory for the recording of question and response types which take place in a classroom during an observation period and a method for tabulating the frequency of pairs of questions and responses. The rationale of the authors and their suggestions for using this inventory are fully described in A Manual for Observing and Analyzing Classroom Instruction by Ben M. Harris and Kenneth E. McIntyre.

* * * * * * * * * * * *

F-2 Planning for Individual Growth

BASIC INTERPERSONAL RELATIONS — F-2

Human Development Institute
20 Executive Park West N. E.
Atlanta, Georgia 30329

$25.00
1 1/2 hours/ session
5 sessions

study packet — 5-8 persons

This course is for adults and students who are interested in developing their interpersonal skills with others. It provides a basic introduction to the principles of relating to others and provides an opportunity to try out these principles in a manner which promotes an enjoyable personal openness among participants.

CLASSROOM ASSESSMENT TECHNIQUE - CLIMATE ANALYSIS: AN APPLICATION OF THE GUILFORD MODEL LM 7 — F-2

ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, Utah 84108

$22.00

study packet with guide, cassette tape and flip-chart presentation — individual

8 1/2 hours

This program introduces some techniques for the application of the Guilford Model to the assessment of teaching. The model in this regard may be called a climate analysis tool, the purpose being to attain a classroom climate that is questing, creative, and that involves learners in the pursuit of knowledge through divergent thinking forms.

THE EARLY WARNING KIT ON THE EVALUATION OF TEACHERS — F-2, F-3

Instruction and Professional Development Division — F-1

National Education Association
1201 16th Street, N. W.
Washington, D. C. 20036

kit — 5-6 persons — 2 hours

The purpose of this kit is to assist members of the United Teaching Profession to examine the ways in which they are being or may be evaluated, to assess the appropriateness of instruments being used to measure their performance, to assure that they are held accountable for only those activities that may be expected of a professional, to guarantee due process for teachers, and to assure that information will be used appropriately in designing in-service teacher education.

EXERCISE SELF-APPRAISAL — F-2

Bernard Bass, James A. Vaughan, Edgar Schein

Didactic Systems, Inc.
P. O. Box 457
Cranford, New Jersey 07016 — $4.50

instrument — 2 persons — 1-3 hours

This exercise gives the participant the opportunity to appraise himself and to contrast this with the way he would prefer to be. It may also provide a chance to reappraise himself at a later date to examine changes in these self-appraisals as well as to obtain an appraisal of himself from another study group member.

HANDLING CONFLICT IN MANAGEMENT: III F-2

Erwin Rausch, Wallace Wohlking

Didactic Game Co.
Educational Services Division
Westbury, New York 11590 $24.00

game 5 persons

This is the third in a series of three didactic games designed to provide an opportunity for managers and managerial trainees to improve their conflict resolution skills. The purpose of these games is to create a framework for practice and for the exchange of ideas on how potential conflict situations can be turned into productive channels. The participants are encouraged to discuss the defensive and other emotional reactions that arise: how to recognize them, how to deal with them, and how to turn them toward constructive problem solving.

INSTRUCTIONAL SUPERVISION: A CRITERION REFERENCED STRATEGY F-2
A-2

W. James Popham F-1

Vimcet Associates
P. O. Box 24714
Los Angeles, California 90024

kit with reel to reel tape 45
and coordinated filmstrip any number of persons minutes

This program examines an approach to supervision where attention is directed toward the consequences of instruction rather than the means used during instruction. The program advocates end focused instruction as a "criterion-referenced strategy" to be used in the supervisory process.

PLANNING THE EVALUATION OF EDUCATORS

F-2
$15.00
(simulation)
$15.00
(accompanying
filmstrip/tape)

National Education Association
1201 16th Street N. W.
Washington, D. C. 20036

simulation kit which includes
filmstrip and reel to reel tape — 8 persons — 4 hours

It is the primary goal of this simulation for participants to experience the positions and attitudes of persons who should make decisions about staff evaluation in a school district, the major issues that must be considered in planning for evaluation, and the selection, for application, of instruments of evaluation which have been developed through research, testing, and try-out. The simulation has been designed for use in regional and local workshops where evaluation is a major focus. Because it assumes that participants have some familiarity with at least one of the formal methods of assessing the behavior of educators, the simulation is best conducted following presentations to ensure such familiarity. The simulation itself consists of two planning sessions, a critique session, and a concluding discussion.

THE PRINCIPAL'S AUDIO JOURNAL, VOL. 1, NO. 3, March 1974

F-2
F-1

Larry W. Hughes, Gerald C. Ubben, eds.

Cassette Service, Inc.
Drawer D
St. Paul, Virginia 24283

cassette tape — any number of persons — 1 hour

Side A of this cassette tape presents news dealing with peer counseling, year round schools and in-service training for teachers. Also, two new teaching/learning aids are discussed: "Decision Games for Guidance" and "Games and Simulations as Teaching Tools." Both programs can be incorporated into the social studies curriculum. A short feature on competency based teacher education and evaluation is given. Side B deals with problems and major concerns of staff evaluation. What research has said about teacher effectiveness and teacher evaluation is presented in detail. Six points to be considered in the development of an evaluation system are enumerated. A good evaluation system should include a self evaluation component as well as an external evaluation component. These components are discussed at great length.

THE PRINCIPAL'S AUDIO JOURNAL, VOL. 1, NO. 4, APRIL 1974 F-2
F-1

Larry W. Hughes, Gerald C. Ubben, eds.

Cassette Service, Inc.
Drawer D
St. Paul, Virginia 24283

cassette tape any number of persons 1 hour

Side A of this cassette tape deals with current and legal issues. A report and editorial comment is presented on the Supreme Court decision dealing with special language instruction for non-English speaking children. Teacher accountability is discussed through a review of an article by Thomas J. Quirk: "Teacher Accountability, Negative and Positive." Side B is a continuation of the March presentation of the Principal's Audio Journal on staff evaluation. Self-evaluation, peer evaluation and evaluation by administrators are discussed. The tape concludes with a proposal of a model for staff evaluation. The model is presented in the form of a flow chart for decision making which is based on the concept that one does not improve other individuals but rather improves self. There are seven decision points on the model, each decision being made on the basis of the choice made in the preceding decision point.

THE PRINCIPAL'S AUDIO JOURNAL, VOL. 1, NO. 6, JUNE 1974 F-2
F-3

Larry W. Hughes, Gerald C. Ubben, eds.

Cassette Service, Inc.
Drawer D
St. Paul, Virginia 24283

cassette tape any number of persons 1 hour

News notes dealing with teacher salaries and action libraries, a mini editorial titled "Compulsory Schooling" and a special feature titled "Women in School Administration" are featured on Side A of this cassette tape. Some of the legal trends presented are: "Females in Education," "Copyright Laws and Zerox Machine" and "Corporal Punishment." On Side B, Dr. Kenneth McIntyre of the University of Texas at Austin discusses staff development in the schools. Dr. McIntyre states that the first consideration in planning an inservice should be the goals and purposes. There should be a need for in-service sessions and methods should be determined by those needs.

SPECIFYING ASSUMPTIONS, GOALS AND OBJECTIVES FOR COMPETENCY BASED TEACHER EDUCATION PROGRAMS (A PROFICIENCY MODULE) F-2 A-1

C. D. Johnson, G. F. Shearron, D. A. Payne

College of Education
University of Georgia
Athens, Georgia 30601 $2.80

study packet individual

The major objective of this Proficiency Module is to prepare the learner (presumably a teacher educator) with the behaviors (knowledges, processes, skills)which will enable him to effectively direct or participate in a project which has as its purpose to produce a statement of assumptions, goals and objectives for a competency based teacher education program for a defined locality or environment.

TAXONOMY FOR THE INTERPERSONAL DOMAIN--AN INTRODUCTION F-2 F-3

Thomas J. Snyder A-1

Instructional Materials Center for Special Education
University of Southern California
3551 University Avenue
Los Angeles, California 9000'

kit which includes guide,
cassette tape and slides individual 40 minutes

A conceptual framework for the development of learning objectives and strategies within the interpersonal domain is presented in this program. Going beyond the usual focus on the cognitive domain, it expresses a broader concern for the expression of individual human potential. It is an overview of several related stages in the development of interpersonal relationships. Also included is a taxonomy ranging from assertion to commitment.

TEACHING PROBLEMS LABORATORY F-2
F-4

D. R. Cruickshank, F. W. Broadbent, Roy L. Bubb

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

simulation any number of persons

Materials of the Laboratory are presented in two units. The Institutional Unit of the program (for the agency conducting the training program) includes filmstrips and long-playing record, films, role playing cards, the simulation director's guide, a set of spirit masters of the critical teaching incidents, and a sample Participant Unit. The Participant Unit is intended for use by each person attending the training session and includes the curriculum handbook and audio-visual catalog, the faculty handbook, cumulative record folders, reading progress report, sociograms and the participant response book. Simulation techniques regarding teacher preservice and inservice education, as well as the nature of the critical teaching problems presented within each unit of instruction are discussed.

TEAM KIT F-2
F-4
F-5

Human Development Institute
20 Executive Park West N. E.
Atlanta, Georgia 30329 $99.95

kit which includes programmed material and cassette tapes up to 12 persons four 1 1/2 hour sessions

Team Kit is a programmed training experience for a group. It can help the members to learn some interesting and important things about the group, about people in general and even about themselves. It contains all the material necessary for its use except the cassette tape player; instructions for use are given on the tapes.

TRANSACTIONAL ANALYSIS: SOCIAL AND COMMUNICATION TRAINING F-2

David S. Abbey, Ronald H. T. Owston

Human Development Institute
20 Executive Park West N. E.
Atlanta, Georgia 30329 $49.50

study packet which includes
guide, cassette tape and booklets 6-12 persons 8 hours

This training program provides the basic content the participants would need to know about transactional analysis. Simultaneously, the opportunity for skill practice of transactional analysis is presented.

UNDERSTANDING AND IMPROVING SCHOOL FACULTY MEETINGS F-2
F-4
F-5

Edmund J. Amidon, Arthur Blumberg

Paul S. Amidon and Associates
5408 Chicago Avenue South
Minneapolis, Minnesota 55417 $9.75

study packet which includes
a cassette tape any number of persons

Content of this study packet includes descriptions of faculty meetings as they now take place, a description of the social significance of a faculty meeting, faculty meetings as teachers see them, comparison of the way teachers and principals look at faculty meetings and some implications for teacher and principal attitudes and behaviors. While the focus is on faculty meetings, much of the information presented is applicable to situations where a supervisor would find him/herself conducting a meeting.

* * * * * * * * * * * *

F-3 Designing In-Service Training Sessions

THE EARLY WARNING KIT ON THE EVALUATION OF TEACHERS — F-3, F-1, F-2

Instruction and Professional Development Division

National Education Association
1201 16th Street, N. W.
Washington, D. C. 20036

kit — 5-6 persons — 2 hours

The purpose of this kit is to assist members of the United Teaching Profession to examine the ways in which they are being or may be evaluated, to assess the appropriateness of instruments being used to measure their performance, to assure that they are held accountable for only those activities that may be expected of a professional, to guarantee due process for teachers, and to assure that information will be used appropriately in designing in-service teacher education.

EXPERIENCE TEACHES KIT #4: PUZZLES AND MAZES TEACH — F-3

Ted Ward

Learning Systems Institute
Michigan State University

kit which includes spirit masters and cassette tape — any number of persons

Puzzles and Mazes Teach is an intriguing series of six problem-solving exercises in which the participants are encouraged to look at themselves and to clarify their approach to dealing with problems involving unknown solutions. Instructions are given on the cassette tape in the kit.

EXPERIENCE TEACHES KIT #7: SIMULATIONS TEACH F-3

Ted Ward

Learning Systems Institute
Michigan State University

game teams of 3-5 persons

The Sequencing Game is an active group exercise simulating the processes of analyzing a task in order to conduct an orderly accomplishment of the task. The simulation is culminated in a competitive game.

FOURTH GRADE CLASS: INDIVIDUALIZED INSTRUCTION F-3
A-2
F-1

Directed by Ben M. Harris
Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas
Austin, Texas 78712

Produced by Rainbow Productions
Austin, Texas (March 1972)

16mm color, sound film 20 minutes
10 minutes in length any number of persons or more

The film records a 10 minute segment of a classroom where different forms of individualization may be observed. Among these are small groups working independently, groups with the teacher, students working alone or in pairs. Aspects of a classroom which facilitate individualization can be seen. This film can be used as a training device for the Descriptive Observation Record for Individualization of Instruction. SEST Project Document #5. The University of Texas at Austin.

IN-SERVICE TRAINING DESIGN SIMULATION (ED 051 091) F-3

Massachusetts University (Amherst) School of Education

ERIC Document Reproduction Service
4827 Rugby Avenue
Bethesda, Maryland 20014 $3.29

simulation 3-10 persons 10 hours

This exercise simulates the process of planning for in-service training. It requires that a planning group formulate a plan for the 65 staff members of an elementary school, given the constraints of an in-service training budget, a school calendar, and a limited amount of consultant help. Recommendations are to be developed for an in-service training program for a school year which will prepare the school staff to implement differentiated staffing in the next school year.

PLANNING WORKSHEET FOR IN-SERVICE SESSIONS (INSTRUMENT 6P-3) F-3

Ben M. Harris

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712 $.30

instrument individual

This worksheet provides a format for planning an in-service session in which general information such as the theme, topic or title, sponsoring organization, participant group characteristics, type of school are required as well as information about anticipated outcomes, the actual agenda to be used, and a materials planning sheet.

THE PRINCIPAL'S AUDIO JOURNAL, VOL. 1, NO. 6, JUNE 1974 F-3
F-2

Larry W. Hughes, Gerald C. Ubben, eds.

Cassette Service, Inc.
Drawer D
St. Paul, Virginia 24283

cassette tape any number of persons 1 hour

News notes dealing with teacher salaries and action libraries, a mini editorial titled "Compulsory Schooling" and a special feature titled "Women in School Administration" are featured on Side A of this cassette tape. Some of the legal trends presented are: "Females in Education," "Copyright Laws and Zerox Machine" and "Corporal Punishment." On Side B, Dr. Kenneth McIntyre of the University of Texas at Austin discusses staff development in the schools. Dr. McIntyre states that the first consideration in planning an inservice should be the goals and purposes. There should be a need for inservice sessions and methods should be determined by those needs.

TAXONOMY FOR THE INTERPERSONAL DOMAIN--AN INTRODUCTION F-3
A-1
Thomas J. Snyder F-2

Instructional Materials Center for Special Education
University of Southern California
3551 University Avenue
Los Angeles, California 90007

kit which includes guide,
cassette tape and slides individual 40 minutes

A conceptual framework for the development of learning objectives and strategies within the interpersonal domain is presented in this program. Going beyond the usual focus on the cognitive domain, it expresses a broader concern for the expression of individual human potential. It is an overview of several related stages in the development of interpersonal relationships. Also included is a taxonomy ranging from assertion to commitment.

* * * * * * * * * * * * *

F-4 Conducting In-Service Training Sessions

DESCRIPTIVE OBSERVATION RECORD FOR IN-SERVICE SESSIONS (DORIS) F-4

Ben M. Harris, Jane Hill

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712 $.30

instrument individual 2-3 hours

The DORIS is an instrument that can be utilized by an in-service process observer in order to gain as much data as possible about a specific in-service session. The observation record is a process evaluation instrument which can highlight effective procedures of leaders in in-service sessions and can point out possible violations of good practice. Sufficient information from direct observation can suggest improvements that may be needed. This instrument is also useful for program planning purposes when used as a checklist of the basic arrangements and procedures in designing for continued improved results. The instrument assesses an in-service session in terms of planned continuity, quality of interpersonal relations, quality of experience for learning and material appropriateness. See the Manual for Using the Descriptive Observation Record for In-Service Sessions (DORIS), Instrument 6p, by Ben M. Harris and James M. Richardson, 1971, for further suggestions and illustrations.

INFORMATION F-4
A-2
B-2

Gail M. Fennessey, Erling O. Schild

Academic Games Associates, Inc.
430 East 33rd Street
Baltimore, Maryland 21218

game 8 or more 1-1 1/2 hours

The game is designed to create a healthy blend of competition and cooperation in small groups; its rules provide a carefully structured set of activities and scoring procedures so that players' success in answering questions about some particular topic can be encouraged and recorded. Information can be used to teach, drill or review any body of information.

LEADING GROUPS TO BETTER DECISIONS

F-4
F-5
A-1
E-1

Erwin Rausch, George Rausch

Didactic Systems
P. O. Box 457
Cranford, New Jersey 07016

$24.00

game 5 persons

This game is designed specifically to help managers and executives improve their skills as effective conference leaders in problem solving and decision-making situations, irrespective of their relative position of authority with respect to the other members of the problem solving group.

MANUAL FOR USING THE DESCRIPTIVE OBSERVATION RECORD FOR IN-SERVICE SESSIONS (DORIS), INSTRUMENT 6P

F-4

Ben M. Harris, James M. Richardson

Instructional Leadership Training Materials
Department of Educational Administration
The University of Texas
Austin, Texas 78712

$.50

manual individual 2-3 hours

The DORIS is an instrument that can be utilized by an in-service process observer in order to gain as much data as possible about a specific in-service session. The observation record is a process evaluation instrument which can highlight effective procedures of leaders in in-service sessions and can point out possible violations of good practice. Sufficient information from direct observation can suggest improvements that may be needed. This instrument is also useful for program planning purposes when used as a checklist of the basic arrangements and procedures in designing for continued improved results. The instrument assesses an in-service session in terms of planned continuity, quality of interpersonal relations, quality of experience for learning and material appropriateness.

TEACHING PROBLEMS LABORATORY

F-4
F-2

D. R. Cruickshank, F. W. Broadbent, Roy L. Bubb

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

simulation any number of persons

Materials of the Laboratory are presented in two units. The Instructional Unit of the program (for the agency conducting the training program includes filmstrip and longplaying record, films, role playing cards, the simulation director's guide, a set of spirit masters of the critical teaching incidents, and a sample Participant unit. The Participant Unit is intended for use by each person attending the training session and includes the curriculum handbook and audio-visual catalog, the faculty handbook, cumulative record folders, reading progress report, sociograms and the participant response book. Simulation techniques regarding teacher pre-service and in-service education, as well as the nature of the critical teaching problems presented within each unit of instruction are discussed.

TEAM KIT

F-4
F-5
F-2

Human Development Institute
20 Executive Park West N. E.
Atlanta, Georgia 30329

$99.95
four 1 1/2 hours sessions

programmed material up to 12 persons

Team Kit is a programmed training experience for a group. It can help the members to learn some interesting and important things about the group, about people in general, and even about themselves. It contains all the material necessary for its use except the cassette tape player; instructions for use are given on the tapes.

UNDERSTANDING AND IMPROVING SCHOOL FACULTY MEETINGS — F-4, F-5

Edmund J. Amidon, Arthur Blumberg — F-2

Paul S. Amidon and Associates
5408 Chicago Avenue South
Minneapolis, Minnesota 55417 — $9.75

study packet which includes
a cassette tape — individual

Contents of this study packet include descriptions of faculty meetings as they now take place, a description of the social significance of a faculty meeting, faculty meetings as teachers see them, comparison of the way teachers and principals look at faculty meetings and some implications for teacher and principal attitudes and behaviors. While the focus is on faculty meetings, much of the information presented is applicable to situations where a supervisor would find him/herself conducting a meeting.

* * * * * * * * * * * *

F-5 Training for Leadership Roles

DETERMINING INSTRUCTIONAL PURPOSES — F-5, A-1, A-2

Joyce P. Gall, Charles L. Jenks, et. al.

Far West Laboratory for Educational
Research and Development — $24.00
1855 Folsom Street — $ 4.50
San Francisco, California 94103 — (handbook)

kit which includes guide,
three training units,
slides and cassette tapes — 3-5 persons

Participants are lead through a complete training process focused on an important skill in instructional purposing. Generally, each module includes a statement of the learning objectives, reading assignments, and self tests, suggested responses to the self tests, additional input information, which participants use for particular training tasks, worksheets, and feedback in the form of suggested responses by the developers or evaluations of their work by other teams.

FOCUS: TEAM BUILDING F-5
HOW TO CHANGE THINGS...WITH AS LITTLE PAIN AS POSSIBLE A-1

Carol Heine, Jan Margolis, Fredric H. Margolis

Center for a Voluntary Society
1507 M Street, N. W.
Washington, D. C. 20005

$3.00
$1.50
(guide)

programmed material 1-10 persons

This training guide is designed to help teams arrive at common goals, follow through with action plans, and understand what is involved in maintaining a spirit of cooperation in the group. It assists participants in learning a methodology for setting clear goals and developing action strategies to accomplish these goals, sharpens participants' understanding of the dynamics of how groups work effectively on a task; and helps participants determine actual goals and action strategies to accomplish those goals which they can begin to work on immediately.

LEADING GROUPS TO BETTER DECISIONS F-5
A-1
E-1
F-4

Erwin Rausch, George Rausch

Didactic Systems
P. O. Box 457
Cranford, New Jersey 07016

$24.00

game 5 persons

This game is designed specifically to help managers and executives improve their skills as effective conference leaders in problem solving and decision-making situations, irrespective of their relative position of authority with respect to the other members of the problem solving group.

TEAM KIT

F-5
F-2
F-4

Human Development Institute
20 Executive Park West N. E.
Atlanta, Georgia 30329

$99.95

programmed material | up to 12 persons | four 1 1/2 hours sessions

Team Kit is a programmed training experience for a group. It can help the members to learn some interesting and important things about the group, about people in general, and even about themselves. It contains all the material necessary for its use except the cassette tape player; instructions for use are given on the tapes.

UNDERSTANDING AND IMPROVING SCHOOL FACULTY MEETINGS

F-5
F-2
F-4

Edmund J. Amidon, Arthur Blumberg

Paul S. Amidon and Associates
5408 Chicago Avenue South
Minneapolis, Minnesota 55417

$9.75

study packet which includes a cassette tape | individual

Contents of this study packet include descriptions of faculty meetings as they now take place, a description of the social significance of a faculty meeting, faculty meetings as teachers see them, comparison of the way teachers and principals look at faculty meetings and some implications for teacher and principal attitudes and behaviors. While the focus is on faculty meetings, much of the information presented is applicable to situations where a supervisor would find him/herself conducting a meeting.

* * * * * * * * * * * * *

G. Relating to Public

G-1 Informing the Public

G-2 Involving the Public

G-3 Utilizing Public Opinion

G-1 Informing the Public

BASIC SKILLS IN COMMUNICATION PRIME V — G-1

American Management Association

Didactic Systems, Inc.
P. O. Box 457
Cranford, New Jersey 07016 — $25.00

programmed material — individual — 20 hours

This program shows the learner how to get his message across--the most immediate, urgent, and practical part of communication. It is designed to enable the manager to improve the quality of his messages, to align the meaning of the message to the sender with the meaning of the message to the receiver, and to master communication as dynamic, creative interaction between sender and receiver. It is a self-contained course, which any individual may take on his own time with much profit.

AN HOUR WITH IVAN ILLICH — G-1, G-2, G-3

Ivan Illich

Thesis Educational Cassettes
P.O. Box 11724
Pittsburgh, Pennsylvania 15228

cassette tape — any number of persons — 1 hour

Illich discusses the division between "living" and "learning", and social ramifications of education. He accuses school systems of having hidden curricula, insuring the unbroken continuance of current social organization. Side 2 contains conversations that followed the talk.

PREPARING SCHOOL NEWS RELEASES FOR THE MEDIA — G-1

Stuart M. DeLuca

Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas
Austin, Texas 78712

study packet — individual — 45 minutes

This module contains a series of documents representing a chronicle of one's work as a public relations/public information person for Concord Public Schools. Each document is to be carefully examined in terms of form and style. After completing the module, one measures what he has learned by taking the review quiz provided.

STUDENT CLASSIFICATION, ORGANIZATIONAL BEHAVIOR AND LEGAL CONSTRAINT — G-1, A-1, D-2, E-1

David Kirp

University Council for Educational Administration
29 West Woodruff Avenue
Columbus, Ohio 43210 — $3.95

cassette tape — any number of persons — 40 minutes

The lecture consists of a review of criticisms of current classification practices with clear, specific implications of the organizational framework which inhibits change of these practices. Implications of the current philosophy of special education, remedies for problems, and cautions regarding implications are given. It is an excellent overview of the role of special education in the schools today.

TAPED CASE STUDY: CAPITAL CITY BOARD MEETING — G-1

Luvern Cunningham

University Council for Educational Administration
29 West Woodruff
Columbus, Ohio 43210 — $5.25

reel to reel tape — any number of persons — 40 minutes

The tape deals with administrative behavior as it is found in the field, presented as a case study involving a school board. The issue of the budget is discussed. Statements from prominent citizens, the mayor, superintendent and businessmen are made. Focus is placed on the many groups that bring influence and pressures to the school board. It deals with issues that still remain some of the most difficult a board must handle, mainly those of a fiscal nature.

WORKING WITH THE COMMUNITY LM 29 — G-1, G-2, G-3

ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, Utah 84108 — $22.00

study packet with guide, cassette tape and flip-chart presentation — individual — 8 1/2 hours

Presentation is by audio-tape which is keyed to the flip-charts. This program deals with the politics of the community as it affects schools. After an analysis of politics, the program turns to the issues, problems, and possibilities of the positive influence of education upon the community.

WRITING REPORTS THAT WORK (PRIME 100) G-1

American Management Association (1969)

Didactic Systems, Inc.
P. O. Box 457
Cranford, New Jersey 07016 $27.00

programmed material individual

This material presents a rationale for clear report writing as well as very specific techniques for report writing, emphasizing good grammar and simplicity of approach. Special attention is given to words, connectives, basic sentence patterns and paragraphs.

* * * * * * * * * * * * *

G-2 Involving the Public

DELPHI TECHNIQUE FOR GOAL SETTING G-2
A-1
D-1

Jane Duckett
3510 Red River
Austin, Texas 78705

study packet individual

The Delphi technique consists of having each participant complete a series of questionnaires which include controlled feedback on the responses of the other participants. Four steps are usually included: 1) each participant is asked to write his opinion of a specific topic; 2) each participant is asked to evaluate all of the opinions; 3) after receiving a list of all the responses, if his opinion was different from the most frequent response, the participant is asked to revise his opinion or explain why he didn't; 4) everyone is given a list with an updated summary and is asked to repeat his opinion or revise it. The Delphi Packet is a compilation of various articles, pamphlets and booklets which give the student a general overview of the Delphi Technique.

GHETTO G-2
G-3

Dove Toll

Bobbs Merrill Company, Inc.
4300 West 62nd Street
Indianapolis, Indiana 46268 $24.00

game 10 persons

The ten people in the game represent people in one neighborhood. Each player is given a descriptive profile of a different poor person and tries to improve that person's life. The game lasts from eight to ten rounds. Each round, a player is given hour-chips, depending on his family situation. The hour-chips represent the number of hours per day that he has available to invest in improving his living standard. The player allocates his time among the alternatives available to him. He can invest in school or work, spend his time in relaxation and recreation, go on welfare, take up neighborhood improvement activities, or take up hustling, which is defined as any illegal activity. Players are awarded with points for the investment of time. The points represent a combination of financial rewards and the intrinsic satisfaction of the activity.

AN HOUR WITH IVAN ILLICH G-2
G-3

Ivan Illich G-1

Thesis Educational Cassettes
P. O. Box 11724
Pittsburgh, Pennsylvania 15228

cassette tape any number of persons 1 hour

Illich discusses the division between "living" and "learning", and social ramifications of education. He accuses school systems of having hidden curricula, insuring the unbroken continuance of current social organization. Side 2 contains conversations that followed the talk.

WORKING WITH THE COMMUNITY LM 29 — G-2, G-3

ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, Utah 84108 — G-1, $22.00

study packet with guide, cassette tape and flip-chart presentation — individual — 8 1/2 hours

Presentation is by audio-tape which is keyed to the flip-charts. This program deals with the politics of the community as it affects schools. After an analysis of politics, the program turns to the issues, problems, and possibilities of the positive influence of education upon the community.

* * * * * * * * * * * *

G-3 Utilizing Public Opinion

THE CITY COUNCIL GROUP CODE L-4 — G-3

Development Dimensions, Inc.
767 Colony Circle
Pittsburg, Pennsylvania 15243 — $20.00

simulation — 6 persons — 110 minutes

The City Council Group is an assigned role, leaderless group discussion. Six participants role-play the City Council members who have been called together to determine the best use to be made of a one-time Federal financial grant of $1,000,000 to their city. Each Council member has information on the needs of one city department. The participant's task is to get the largest appropriation possible for his assigned department, while still helping the group swiftly and fairly accomplish its task. The discussion is designed to elicit behavior along several dimensions related to managerial effectiveness. The exercise can also be used to assess how the group functions as a group.

GHETTO G-3
G-2

Dove Toll

Bobbs Merrill Company, Inc.
4300 West 62nd Street
Indianapolis, Indiana 46268 $24.00

game 10 persons

The ten people in the game represent people in one neighborhood. Each player is given a descriptive profile of a different poor person and tries to improve that person's life. The game lasts from eight to ten rounds. Each round, a player is given hour-chips, depending on his family situation. The hour-chips represent the number of hours per day that he has available to invest in improving his living standard. The player allocates his time among the alternatives available to him. He can invest in school or work, spend his time in relaxation and recreation, go on welfare, take up neighborhood improvement activities, or take up hustling, which is defined as any illegal activity. Players are awarded with points for the investment of time. The points represent a combination of financial rewards and the intrinsic satisfaction of the activity.

AN HOUR WITH IVAN ILLICH G-3
G-1
Ivan Illich G-2

Thesis Educational Cassettes
P. O. Box 11724
Pittsburgh, Pennsylvania 15228

cassette tape any number of persons 1 hour

Illich discusses the division between "living" and "learning", and social ramifications of education. He accuses school systems of having hidden curricula, insuring the unbroken continuance of current social organization. Side 2 contains conversations that followed the talk.

WORKING WITH THE COMMUNITY LM 29

G-?
G-1
G-2

ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, Utah 84108

$22.00

study packet with guide,
cassette tape and
flip-chart presentation

individual

Presentation is by audio-tape which is keyed to the flip-charts. This program deals with the politics of the community as it affects schools. After an analysis of politics, the program turns to the issues, problems, and possibilities of the positive influence of education upon the community.

* * * * * * * * * * * *

INDICES

AUTHOR-PUBLISHER INDEX

Author or Publisher

Abbey, David S. and Ronald H. T. Owston, F-2,93

Academic Games Associates, Inc., A-2,38; B-2,50; F-4,98

American Association of School Administrators with Montgomery County, Maryland, Public School System, D-3,64; D-3,65; D-3,66; D-3,66; D-3,67

American Management Association, C-2,54; G-1,108; G-1,105

Amidon, Edmund J. and Arthur Blumberg, F-2,93; F-4,101; F-5,103

Amidon, Edmund J. and Peggy Amidon, F-1,80; F-1,80

Amidon, Paul S. and Associates, F-2,93; F-4,101; F-5,103

Association for Productive Teaching, F-1,80; F-1,80

Baker, Eva L., A-2,36

Barton, Grant E., A-2,42

Barton, Grant E. and Andrew S. Gibbons, A-2,43

Bass, Bernard, James A. Vaughan and Edgar Schein, F-2,87

Bobbs Merrill Company, Inc., G-2,109; G-3,111

Boland, Sandra K., B-1,50

Brent Laboratories, E-1,70; E-2,72

Brigham Young University Press, A-2,42; A-2,43

Burns, Richard W., A-2,43

Cassette Service, Inc., D-1,60; E-3,73; F-1,82; F-1,82; F-2,89; F-2,90; F-2,90; F-3,97

Center for a Voluntary Society, A-1,26; F-5,102

Clark, Carol, John D. King and Patricia Miller, D-1,61

Clark, Mary B., A-2,44

Coody, Betty and Ben M. Harris, F-1,79

Cruickshank, D. R., F. W. Broadbent and Roy L. Bubb, F-2,92; F-4,100

Cunningham, Luvern, G-1,107

DeLuca, Joan, B-1,49

DeLuca, Joan, Ben M. Harris and Howard Sanford, F-1,78

DeLuca, Stuart, G-1,106

Development Dimensions, Inc., C-2,54; G-3,110

Didactic Game Co., F-2,88

Didactic Systems, A-1,27; C-2,54; E-1,69; F-2,87; F-4,99; F-5,102; G-1,105; G-1,108

Duckett, Jane, A-1,25; D-1,59; D-3,64; G-2,108

Educational Technology Publications, A-1,27; A-1,28; A-1,29; A-2,34; A-2,34; A-2,34; A-2,38; A-2,39; A-2,41; A-2,42; A-2,43; A-2,43; A-2,44; A-3,47

ERIC Document Reproduction Service, F-3,96

Erlandson, David, E-4,74

Far West Laboratory of Educational Research and Development, A-1,26; A-2,33; A-2,36; F-5,101

Fennessey, Gail M. and Erling O. Schild, A-2,38; B-2,50; F-4,98

Gall, Joyce P., Charles L. Jenks, et. al., A-1,26; A-2,36; F-5,101

Goodman, Frederic L., C-2,55

Griffiths, Daniel, D-1,61; D-2,63; E-1,70

Hafner, Donroy, E-2,71; E-2,72

Harbeck, Mary B., A-1,27; A-2,39

Harris, Ben M., A-1,28; A-1,30; A-2,37; A-2,40; F-1,78; F-1,81; F-1,84; F-3,95; F-3,96

Harris, Ben M. and Jane Hill, F-4,98

Harris, Ben M. and Kenneth E. McIntyre, A-1,31; A-2,40; A-2,42; A-3,46; F-1,77; F-1,81; F-1,83; F-1,83; F-1,84; F-1,85

Harris, Ben M. and James M. Richardson, F-4,99

Harris, Ben M. and Darryl Townsend, F-1,85

Heine, Carol, Jan Margolis and Fredric H. Margolis, A-1,26; F-5,102

Herring, Billie Grace, B-3,51

Hughes, Larry W. and Gerald C. Ubben, eds., D-1,60; E-3,73; F-1,82; F-1,82; F-2,89; F-2,90; F-2,90; F-3,97

Human Development Institute, F-2,86; F-2,92; F-2,93; F-4,100; F-5,103

Illich, Ivan, G-1,105; G-2,109; G-3,111

ILM Publishers, Inc., A-1,29; A-1,29; A-1,31; A-3,47; B-1,49; B-3,51; D-1,58; D-2,62; D-2,62; D-3,65; E-4,74; E-4,74; F-1,76; F-2,86; G-1,107; G-2,110; G-3,112

Instructional Leadership Training Materials, A-1,28; A-1,30; A-1,31; A-2,40; A-2,40; A-2,42; A-3,46; F-1,77; F-1,79; F-1,81; F-1,81; F-1,83; F-1,83; F-1,83; F-1,84; F-1,84; F-1,85; F-3,96; F-4,98; F-4,99

Instructional Materials Center for Special Education, A-1,32; F-2,91; F-3,97

Instruction and Professional Development Division, F-1,77; F-2,87; F-3,94

Jenkins, Joseph R., A-1,28; A-2,41

Johnson, C. D., G. F. Shearron and D. A. Payne, A-1,30; F-2,91

Johnson, Rita B., A-1,29; A-2,42; A-3,47

Kapfer, Philip G., A-2,34

Kirp, David, A-1,32; D-2,63; E-1,69; G-1,106

Learning Systems Institute, F-3,94; F-3,95

Massachusetts University (Amherst) School of Education, F-3,96

McIntyre, Kenneth, C-1,53; C-2,56

Miles, David T. and Roger E. Robinson, A-2,34

Moore, William J., A-2,38

Muchmore, John M., A-2,34

National Education Association, D-3,64; D-3,65; D-3,66; D-3,66; D-3,67; F-1,77, F-2,87; F-2,89; F-3,94

Office of Economic Opportunity, D-1,60; E-3,73

Ohio State University, F-1,76

Popham, W. James, A-2,39; F-1,79; F-2,88

Prentice Hall, Inc., A-1,25; A-1,27; A-2,33; A-2,35; A-2,37;
A-2,38; A-2,39; A-2,41; A-3,44; A-3,44; D-1,58

Rausch, Erwin and George Rausch, A-1,27; E-1,69; F-4,99; F-5,102

Rausch, Erwin and Wallace Wohlking, F-2,88

Region 13 Education Service Center, E-2,71; E-2,72

Rocky Mountain Special Education Instructional Materials Center
B-1,50

Rosoue, Perry E., A-2,43

Scharf, Robert, Mort Tenner and Rudell Freer, C-1,53; C-2,55;
C-3,56; D-1,59; E-2,71

Science Research Associates, Inc., F-2,92; F-4,100

Snyder, Thomas J., A-1,32; F-2,91; F-3,97

Special Education Supervisor Training Project, A-2,35; A-2,37;
A-2,41; A-3,46; B-1,49; B-3,51; C-1,53; C-2,56; D-1,61;
F-1,78; F-1,78; F-1,85; F-3,95; G-1,106

Thesis Educational Cassettes, G-1,105; G-2,109; G-3,111

Toll, Dove, G-2,109; G-3,111

Townsend, Darryl R., A-2,35

University Council for Educational Administration, A-1,32; C-1,53;
C-2,55; C-3,56; D-1,59; D-1,61; D-2,63; D-2,63; E-1,69; E-1,70;
E-2,71; G-1,106; G-1,107

University of Georgia, A-1,30; F-2,91

Urbex Affiliates, Inc., C-2,55

Vimcet Associates, A-2,36; A-2,39; F-1,79; F-2,88

Ward, Ted, F-3,94; F-3,95

Weber State College, A-3,45

MEDIA INDEX

Films

Community Helpers DCS Kinescopes, F-1,76

Don't Cut Out Now, D-3,64

Fourth Grade Class: Individualized Instruction, A-2,37; F-1,78; F-3,95

Keeping the Target in Focus, D-3,65

Little Risks Make Big Mistakes, D-3,66

The Mediators, A-2,41; A-3,46

More Heat than Light, D-3,66

Probing for Potential Hangups, D-3,67

Review of Lesson: Sixth Grade Science, F-1,83

This Hearing World, E-1,70; E-2,72

Games

Experience Teaches Kit #7: Simulations Teach, F-3,95

Ghetto, G-2,109; G-3,111

Handling Conflict in Management: III, F-2,88

Information, A-2,38; B-2,50; F-4,98

Leading Groups to Better Decisions, A-1,27; E-1,69; F-4,99; F-5,102

Organization, D-1,59

Policy Negotiations, C-2,55

Selecto: A Game Designed to Teach Selection of Instructional Materials to Preservice and In-Service Teachers, B-1,50

Instruments

Descriptive Observation Record for Individualization of Instruction (Instrument 1F-1), F-1,77

Descriptive Observation Record for In-Service Sessions (DORIS), F-4,98

Exercise Self-Appraisal, F-2,87

Individualization of Instruction Inventory (Instrument 1F-Revised), F-1,79

Planning Worksheet for In-Service Sessions (Instrument 6P-3), F-3,96

Pupil Enthusiasm Inventory (Instrument 1D), F-1,83

Pupil Response Inventory (Instrument 1C), F-1,83

Statements for Curriculum Decision-Making (Instrument 11a), A-1,31; A-2,42

Teacher Behavior Inventory (Instrument 1E), F-1,84

Teacher Question-Pupil Response Inventory (Instrument 1-B-2), F-1,85

Kits

Alternative Instructional Arrangements, E-2,71

Determining Instructional Purposes, A-1,26; A-2,36; F-5,101

The Early Warning Kit on the Evaluation of Teachers, F-1,77; F-2,87; F-3,94

Evaluation, A-2,36

Experience Teaches Kit #4: Puzzles and Mazes Teach, F-3,94

Instructional Supervision: A Criterion Referenced Strategy, A-2,39; F-1,79; F-2,88

Interaction Analysis Training Kit - Level 1, F-1,80

Interaction Analysis Training Kit - Level II, F-1,80

The Leaking Bottle, F-1,81

Organizing for the Delivery of Services, F-2,72

Planning the Evaluation of Educators, E-2,89

Sixth Grade Social Studies Lesson: "The Russian Revolution", A-1,30; F-1,84

Taxonomy for the Interpersonal Domain - An Introduction, A-1,32; F-2,91; F-3,97

Team Kit, F-2,92; F-4,100; F-5,103

Manuals

A Guide to Observing Individualization of Instruction, F-1,78

A Manual for Analyzing Teacher-Made Tests, A-2,40

A Manual for Individualized Analysis of Achievement Test Data, A-3,46

A Manual for Observing and Analyzing Classroom Instruction, F-1,81

Manual for Using the Descriptive Observation Record for In-Service Sessions (DORIS), Instrument 6P, F-4,99

A Manual on Curriculum Decision-Making (Series 11), A-1,28; A-2,40

Programmed Materials

Analyzing and Sequencing Learning Behaviors, A-2,33; A-3,44

Analyzing Sets of Curricular Objectives, A-2,33

Basic Skills in Communication PRIME V, G-1,105

Current Conceptions of Educational Evaluation, A-2,35; D-1,58

Study Packets

Assessment of Teaching: Content Analysis LM 4, F-1,76

Basic Interpersonal Relations, F-2,86

Classroom Assessment Technique--Climate Analysis: An Application of the Guilford Model LM 7, F-2,86

Classroom Strategies: Individualization of Instruction, A-3,45

Delphi Technique for Goal Setting, A-1,25; D-3,64; G-2,108

Designing a Concept Development Unit, A-2,35

Designing a Study of Available Resources, B-3,51

Developing Job Descriptions, C-1,53

Elements in the Planning of Educational Programs LM 12, D-2,62

Evaluation for the School Administrator: Data Collection LM 41, E-4,74

Evaluation for the School Administrator: Organizing for Decisions and Testing Hypotheses LM 43, D-1,58

Evaluation for the School Administrator: The Purpose and Design of Evaluation LM 40, B-1,49; B-3,51; D-3,65; E-4,74

Forces and Educational Program Planning LM 13, D-2,62

Material Selection, B-1,49

Models of Curriculum Development LM 8, A-3,47

Nature of Education: Content and Process of Instruction LM 17, A-1,29

Preparing School News Releases for the Media, G-1,106

Program Purposes in Education LM 15, A-1,29

Recruiting and Selecting Personnel, C-2,56

Self-Instructional Module on Time Utilization, D-1,61

Specifying Assumptions, Goals and Objectives for Competency Based Teacher Education Programs (A Proficiency Module), A-1,30; F-2,91

Deciding on Defensible Goals Via Educational Needs Assessment, A-1,25

Effective Interviewing for the Supervisor PRIME VII, C-2,54

Evaluation, A-2,37

Focus: Team Building
How to Change Things. . .With as Little Pain as Possible, A-1,26; F-5,102

Individualizing Instruction, A-2,38; A-3,45

Instructional Supervision: A Criterion Referenced Strategy, A-1,27; A-2,39

Modern Measurement Methods, A-2,41

Performance Objectives, A-2,42

PERT for CAA Planning - A Programmed Course of Instruction in PERT, D-1,60; E-3,73

Test Questions, A-2,43

Writing Reports that Work PRIME 100, G-1,108

Simulations

Background Interview Guide Code BG, C-2,54

The City Council Group Code L-4, G-3,110

In-Service Training Design Simulation (ED 051 091), F-3,96

Teaching Problems Laboratory, F-2,92; F-4,100

Structure (Organization) Concerns in the Planning of Instruction LM 18, A-1,31

Teacher Evaluation: An Overview of Procedures, F-1,85

Transactional Analysis: Social and Communication Training, F-2,93

Understanding and Improving School Faculty Meetings, F-2,93; F-4,101; F-5,103

Working with the Community LM 29, G-1,107; G-2,110; G-3,112

Tapes

Cassettes

Behavior Control: The Matter of Ethics, A-2,34

Behavioral Objectives and the Curriculum Professor, A-2,34

Behavioral Objectives: An Even Closer Look, A-2,34

An Hour with Ivan Illich, G-1,105, G-2,109; G-3,111

Instructional Design: After Behavioral Objectives What? A-2,38

Instructional Objectives in the Affective Domain, A-1,27; A-2,39

Management of School Behavior Problems, C-1,53; C-2,55; C-3,56; D-1,59; E-2,71

A Model for Instructional Objectives: Responsibilities and Advantages, A-1,28; A-2,41

Objectives-Based Accountability Procedures for Classroom Use, A-1,29; A-2,42; A-3,47

The Principal's Audio Journal, Vol. 1, No. 3, March 1974, F-1,82; F-2,89

The Principal's Audio Journal, Vol. 1, No. 4, April 1974, F-1,82, F-2,90

The Principal's Audio Journal, Vol. 1, No. 5, May 1974, D-1,60; E-3,73

The Principal's Audio Journal, Vol. 1, No. 6, June 1974, F-2,90; F-3,97

Student Classification, Organizational Behavior and Legal Constraint, A-1,32; D-2,63; E-1,69; G-1,106

To Teach by Behavioral Objectives or Not? A-2,43

The Theory of Expressing Objectives, A-2,43

Writing Objectives for Programmed Instruction or Any Instruction, A-2,44

Reel to Reel

The Use of Theory in Educational Decision, D-1,61; D-2,63; E-1,70

Taped Case Study: Capital City Board Meeting, G-1,107

TITLE INDEX

Title

Alternative Instructional Arrangements, E-2,71

Analyzing and Sequencing Learning Behaviors, A-2,33; A-3,44

Analyzing Sets of Curricular Objectives, A-2,33

Assessment of Teaching: Content Analysis LM 4, F-1,76

Background Interview Guide Code BG, C-2,54

Basic Interpersonal Relations, F-2,86

Basic Skills in Communication PRIME V, G-1,105

Behavioral Objectives and the Curriculum Professor, A-2,34

Behavioral Objectives: An Even Closer Look, A-2,34

Behavior Control: The Matter of Ethics, A-2,34

The City Council Group Code L-4, G-3,110

Classroom Assessment Technique—Climate Analysis: An Application of the Guilford Model LM 7, F-2,86

Classroom Strategies: Individualization of Instruction, A-3,45

Community Helpers DCS Kinescopes, F-1,76

Current Conceptions of Educational Evaluation, A-2,35; D-1,58

Deciding on Defensible Goals Via Educational Needs Assessment, A-1,25

Delphi Technique for Goal Setting, A-1,25; D-3,64; G-2,108

Descriptive Observation Record for Individualization of Instruction (Instrument IF-1), F-1,77

Descriptive Observation Record for In-Service Sessions (DORIS), F-4,98

Designing a Concept Development Unit, A-2,35

Designing a Study of Available Resources, B-3,51

Determining Instructional Purposes, A-1,26; A-2,36; F-5,101

Developing Job Descriptions, C-2,53

Don't Cut Out Now, D-3,64

The Early Warning Kit on the Evaluation of Teachers, F-1,77; F-2,87; F-3,94

Effective Interviewing for the Supervisor PRIME VII, C-2,54

Elements in the Planning of Educational Programs LM 12, D-2,62

Evaluation, A-2,36, A-2,37

Evaluation for the School Administrator: Data Collection LM 41, E-4,74

Evaluation for the School Administrator: Organizing for Decisions and Testing Hypotheses LM 43, D-1,58

Evaluation for the School Administrator: The Purpose and Design of Evaluation LM 40, B-1,49; B-3,51; D-3,65; E-4,74

Exercise Self-Appraisal, F-4,87

Experience Teaches Kit #4: Puzzles and Mazes Teach, F-3,94

Experience Teaches Kit #7: Simulations Teach, F-3,95

Focus: Team Building
How to Change Things. . .With as Little Pain as Possible, A-1,26; F-5,102

Forces and Educational Program Planning LM 13, D-2,62

Fourth Grade Class: Individualized Instruction, A-2,37; F-1,78; F-3,95

Ghetto, G-2,109; G-3,111

A Guide to Observing Individualization of Instruction, F-1,78

Handling Conflict in Management: III, F-2,88

An Hour with Ivan Illich, G-1,105; G-2,109; G-3,111

Individualization of Instruction Inventory (Instrument 1F-Revised), F-1,79

Individualizing Instruction, A-2,38; A-3,45

Information, A-2,38; B-2,50; F-4,98

In-Service Training Design Simulation (ED 051 091), F-3,96

Instructional Design: After Behavioral Objectives What? A-2,38

Instructional Objectives in the Affective Domain, A-1,27; A-2,39

Instructional Supervision: A Criterion Referenced Strategy, A-1,27; A-2,39; A-2,39; F-1,79; F-2,88

Interaction Analysis Training Kit - Level I, F-1,80

Interaction Analysis Training Kit - Level II, F-1,80

Keeping the Target in Focus, D-3,65

Leading Groups to Better Decisions, A-1,27; E-1,69; F-4,99; F-5,102

The Leaking Bottle, F-1,81

Little Risks Make Big Mistakes, D-3,66

Management of School Behavior Problems, C-1,53; C-2,55; C-3,56; D-1,59; E-2,71

A Manual for Analyzing Teacher-Made Tests, A-2,40

A Manual for Individualized Analysis of Achievement Test Data, A-3,46

A Manual for Observing and Analyzing Classroom Instruction, F-1,81

Manual for Using the Descriptive Observation Record for In-Service Sessions (DORIS), Instrument 6P, F-4,99

A Manual on Curriculum Decision-Making (Series 11), A-1,28; A-2,40

Material Selection, B-1,49

The Mediators, A-2,41; A-3,46

A Model for Instructional Objectives: Responsibilities and Advantages, A-1,28; A-2,41

Models of Curriculum Development LM 8, A-3,47

Modern Measurement Methods, A-2,41

More Heat Than Light, D-3,66

Nature of Education: Content and Process of Instruction LM 17, A-1,29

Objectives-Based Accountability Procedures for Classroom Use, A-1,29; A-2,42; A-3,47

Organization, D-1,59

Organizing for the Delivery of Services, E-2,72

Performance Objectives, A-2,42

PERT for CAA Planning - A Programmed Course of Instruction in PERT, D-1,60; E-3,73

Planning the Evaluation of Educators, F-2,89

Planning Worksheet for In-Service Sessions (Instrument 6P-3), F-3,96

Policy Negotiations, C-2,55

Preparing School News Releases for the Media, G-1,106

The Principal's Audio Journal, Vol. 1, No. 3, March 1974, F-1,82; F-2,89

The Principal's Audio Journal, Vol. 1, No. 4, April 1974, F-1,82; F-2,90

The Principal's Audio Journal, Vol. 1, No. 5, May 1974, D-1,60; E-3,73

The Principal's Audio Journal, Vol. 1, No. 6, June 1974, F-2,90; F-3,97

Probing for Potential Hangups, D-3,67

Program Purposes in Education LM 15, A-1,29

Pupil Enthusiasm Inventory (Instrument 1D), F-1,83

Pupil Response Inventory (Instrument 1C), F-1,83

Recruiting and Selecting Personnel, C-2,56

Review of Lesson: Sixth Grade Science, F-1,83

Selecto: A Game Designed to Teach Selection of Instructional Materials to Preservice and In-Service Teachers, B-1,50

Self-Instructional Module on Time Utilization, D-1,61

Sixth Grade Social Studies Lesson: "The Russian Revolution", A-1,30; F-1,84

Specifying Assumptions, Goals and Objectives for Competency Based Teacher Education Programs (A Proficiency Module), A-1,30; F-2,91

Statements for Curriculum Decision-Making (Instrument 11a), A-1,31, A-2,42

Structure (Organization) Concerns in the Planning of Instruction LM 18, A-1,31

Student Classification, Organizational Behavior and Legal Constraint, A-1,32; D-2,63; E-1,69; G-1,106

Taped Case Study: Capital City Board Meeting, G-1,107

Taxonomy for the Interpersonal Domain - An Introduction, A-1,32; F-2,91; F-3,97

To Teach by Behavioral Objectives or Not? A-2,43

Teacher Behavior Inventory (Instrument 1E), F-1,84

Teacher Evaluation: An Overview of Procedures, F-1,85

Teacher Question-Pupil Response Inventory (Instrument 1-B-2), F-1,85

Teaching Problems Laboratory, F-2,92; F-4,100

Team Kit, F-2,92; F-4,100; F-5,103

Test Questions, A-2,43

The Theory of Expressing Objectives, A-2,43

This Hearing World, E-1,70; E-2,72

Transactional Analysis: Social and Communication Training, F-2,93

Understanding and Improving School Faculty Meetings, F-2,93; F-4,101; F-5,103

The Use of Theory in Educational Decision, D-1,61; D-2,63; E-1,70

Working with the Community LM 29, G-1,107; G-2,110; G-3,112

Writing Objectives for Programmed Instruction or Any Instruction, A-2,44

Writing Reports That Work PRIME 100, G-1,108

APPENDICES

APPENDIX A

IN-DEPTH MATERIAL EVALUATION FORM

Individualized Learning Laboratory
Special Education Supervisor Training Project
Department of Educational Administration
University of Texas at Austin

Title:

Author(s):

Developer(s)/Disseminator(s):

Address

Phone

Description of Media:

Method of Presentation:

Time Necessary for Utilization:

Content Description:

Competency(ies):

Critical

Major

Level of Training Application:

___Introductory, awareness ___Analysis ___Application

___Understanding ___Skill Development

Number of Trainee Participants:

Evaluation:

A. Technical Quality:

___Outstanding ___Good ___Fair ___Poor

1. Is the format sequential? ___Yes ___No
2. Could format be improved? ___Yes ___No
   How?

3. Are all materials needed provided? ___Yes ___No
4. If not, what is missing?

5. If not, were materials needed easily accessible? ___Yes ___No
6. What was not accessible?

7. Is this material of good technical quality? ___Yes ___No
8. What could make it better?

Comments:

B. Interest Quality:

___Outstanding ___Good ___Fair ___Poor

1. Will the format stimulate interest at a glance?

   a. ___Yes, definitely
   b. ___Yes, for some
   c. ___No, not for most

2. Comment on any deficiencies.

C. Informational Content:

___Outstanding ___Good ___Fair ___Poor

1. Was everything presented clearly? ___Yes ___No
2. If not, please comment.

3. Was there enough background information given? ___Yes ___No
4. If not, what was needed?

Comments:

D. Instructional Utility:

___Outstanding ___Good ___Fair ___Poor

1. Was the objective stated for the material reached? ___Yes ___No
2. If not, please comment.

3. What, if anything, could have facilitated the use of this material?

4. Was material in its completed form? ___Yes ___No
5. Could this be packaged differently for easier handling? ___Yes ___No
   How?

Comments:

E. Significance to Field:

___Outstanding ___Good ___Fair ___Poor

1. How much does this material relate to the supervision field?

   a. ___greatly
   b. ___moderately
   c. ___very little
   d. ___not at all

2. With a few changes, could it become more relevant? ___Yes ___No
3. List the changes.

Comments:

SUMMARY

	Outstanding	Good	Fair	Poor
A. Technical Quality	____	____	____	____
B. Interest Quality	____	____	____	____
C. Informational Content	____	____	____	____
D. Instructional Utility	____	____	____	____
E. Significance to Field	____	____	____	____

Conclusion:

What do you recommend be done with this material?

___1. Remove it from the Laboratory, discard.
___2. Leave it in the Laboratory. It's suitable and ready to use.
___3. Leave it in the Laboratory but revise it.
___4. Other. Explain.

APPENDIX B

SEST PUBLICATIONS

A Directory of Competency-Guided Supervisory Training Materials for Independent Study (Document #9)

A Manual for Competency Assessment of Professional Supervisory Personnel (Document #11)

Professional Supervisory Competencies (Document #7-Revised)

Program Design Manual (Document #13)

A Selected Bibliography for Professional Supervisory Competencies (Document #8)

A Workbook for Competency Assessment of Professional Supervisory Personnel (Document #12)

Competency-Guided Training Materials

The Delphi Technique for Curriculum Planning
A-1 Setting Instructional Goals (Document #10a)

Designing a Concept Development Unit
A-2 Designing Instructional Units (Document #10b)

Designing a Study of Available Resources
B-3 Evaluating the Utilization of Learning Resources (Document #10c)

Developing Job Descriptions
C-1 Developing a Staffing Plan (Document #10e)

Material Selection
B-1 Evaluating and Selecting Learning Materials (Document #10d)

Preparing School News Releases for the Media
G-1 Informing the Public (Document #10i)

Selecting Personnel for a New School Program
C-2 Recruiting and Selecting Personnel (Document #10f)

Self-Instructional Module on Time Utilization
D-1 Revising Existing Structures (Document #10g)

Teacher Evaluation: An Overview of Procedure
F-1 Supervising in a Clinical Mode (Document #10h)

Assessment Instruments

Competency-Keyed Experience Inventory (CKEI)

Critical Competency Interest Scale (CCIS)

Critical Competency Performance Inventory (CCPI)

Knowledge Assessment Test (KAT)

Major Competency Assessment Inventory (MCAI)